DOCUMENT RESUME

ED 265 737 FL 015 365

AUTHOR Koester, Jolene
TITLE A Profile of the U.S. Student Abroad.
INSTITUTION Council on International Educational Exchange, New York, N.Y.
PUB DATE May 85
NOTE 68p.
PUB TYPE Reports - Research/Technical (143) -- Statistical Data (110) -- Information Analyses (070)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Data Interpretation; Financial Support; Majors (Students); National Surveys; Program Design; Program Length; Questionnaires; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Student Employment; *Student Experience; *Study Abroad; *Travel; Volunteers

ABSTRACT

The responses of U.S. students to a questionnaire that was attached to applications for the International Student Identity Card are presented and analyzed. The data were gathered in a study of the characteristics, attitudes, financial support, prior experience abroad, and study and travel arrangements of U.S. students going abroad. After an introductory section on previous research and a description and summary of the present study, individual chapters profile, in tabular and narrative form, the U.S. student who: enrolls in a program sponsored by a U.S. institution; enrolls directly in a foreign institution; studies independently; works for pay; does volunteer work; visits family or friends; travels with family or friends; and travels educationally. Also included are a comparison between types of travelling students and an analysis of the impact of prior international experience. The International Student ID Card application, the questionnaire, and a list of references are appended. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Council on International Educational Exchange

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

A Profile of the U.S. Student Abroad

Dr. Jolene Koester

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jolene Koester

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

FL015365

Jolene Koester (Ph.D. University of Minnesota, 1980) is Assistant Professor of Communication Studies at California State University, Sacramento. Her primary teaching and research interests are in intercultural communications.

The Council on International Educational Exchange is a private, non-profit, membership organization, incorporated in the United States, with international offices, affiliations and representation. Major responsibilities and contributions to the field of educational exchange, throughout its 37 years of service to the academic community, have established the Council as one of the foremost organizations concerned with international education and student travel.

Copyright © 1985 Council on International Educational Exchange. All rights reserved. Published by the Council on International Educational Exchange, 205 East 42nd Street, New York, NY 10017.

A PROFILE OF THE U.S. STUDENT ABROAD

Jolene Koester

California State University
Sacramento, California

May 1985

Council on International Educational Exchange

FL015365

TABLE OF CONTENTS

ACKNOWLEDGEMENTS 3

OVERVIEW 3

CHAPTERS:

I. Previous Research on U.S. Students Abroad 4

II. Description of the Study 9

III. Summary of the Results 12

IV. Profiles of the U.S. Student who:

a) Enrolls in a Program Sponsored by a U.S. Institution 20

b) Enrolls Directly in a Foreign Institution 26

c) Studies Independently 30

d) Works for Pay 33

e) Does Volunteer Work 37

f) Visits Family or Friends 40

g) Travels with Family or Friends 44

h) Travels Educationally 48

V. Comparison Between Types of Travelling Students 52

VI. The Impact of Prior International Experience 58

VII. Conclusion 62

APPENDIX: International Student I.D. Card Application/Questionnaire 64

REFERENCES 65

Statistical Tables follow the chapter or sub-section to which they refer

ACKNOWLEDGEMENTS

This project report represents the work of numerous individuals both at the Council on International Educational Exchange and California State University, Sacramento. The impetus and original support for the study was generated by the Campus, Information and Student Services Department in New York; more specifically by Colleen Zarich, Deputy Executive Director and by Mindy Naiman, who was then Director of the Campus, Information and Student Services Department. Other Council staff who have worked on the project include John Melchert and Valerie Sellars. In the last year Micheal Thompson has taken on the staff work necessary to coordinate the many facets of this project. Preparing this manuscript for publication has required long hours of work on his part. The governing board of CIEE has provided support of this project; the efforts of Rod Hurd, Jon Booth, Henry Weaver and Irwin Abrams have been particularly important.

At California State University, Sacramento I have received help from numerous sources. During the spring of 1984 I received an Affirmative Action Grant releasing me from some teaching responsibilities to work on the project. Several graduate students in the Department of Communication Studies have served as research assistants including John Mulholland, Gerry Powers, Ciaran Coburn, Patrick McLaurin and Diane Christophel. Their work included hours in the library, at the computer and coding questionnaires. David Wallace at the computer center was always willing to help as we attempted to get one computer system talking to another. Finally, I would like to acknowledge the traveling students who took the time to answer our questions.

Jolene Koester
Department of Communication Studies
California State University
Sacramento, California 95819

OVERVIEW

This report is the first in a projected series which will document the results of nationwide surveys of U.S. students who study, travel and work abroad. Beginning in 1983, CIEE included a questionnaire in the application for the International Student Identity Card which is contained in *The Student Travel Catalog*. The results of this survey provide a statistical information base about the U.S. student who crosses international boundaries. Demographic characteristics of these students, a description of their intended international experience, attitudinal and behavioral characteristics are also included in the report. In addition, those students who had had a prior international experience provided a self-assessment of the impact of that experience. The questionnaire was included in the 1984 application for the International Student Identity Card and appears again in the 1985 application. Additional reports on the results of the 1984 and 1985 questionnaire surveys will be forthcoming.

Chapter I

The movement of individuals across national boundaries has become a common characteristic of life in the late 20th century. In 1984 4,122,000 United States citizens applied for passports to cross international boundaries. Of particular interest to those in education is the movement of students across national boundaries. Brown (1983) estimated that in excess of 750,000 United States students studied, travelled, or worked abroad during each of the early years of the decade of the 1980's. The impact of the international experience on the educational process, at first presumed to render positive results, has, in recent years come under more careful scrutiny. Originally, testimony to the positive effects of exposure to other cultures through educational programs was offered in anecdotal form (see for example Commanday, 1976). Now proponents of international education are turning to empirical techniques to document the case; consequently, there have been an increasing number of studies utilizing quantitative methods. Yet, the bulk of this research has focused on one portion of U.S. students who go abroad: those who participate in formal academic study abroad programs sponsored by U.S. educational institutions. Institute of International Education (1984) figures indicate that 27,145 students participated in this form of international experience during 1982/1983. If Brown's (1983) estimate is accurate, a wealth of students travel abroad for other reasons and she concludes that the inadequacy of the figures indicate: "The necessity to document the not inconsiderable movement of United States students abroad far more systematically than has been done in the past" (p.72).

Little is known about those students who chose an alternative form of international experience whether it be study at a foreign educational institution, independent study or even pursuing personal educational goals individually. Less is known about the student who chooses to travel or to work abroad. In the summer of 1982 the Council on International Educational Exchange decided to pursue a research project which would provide a more complete picture of the full range of U.S. students engaged in international activities. The overriding question of the research project we report here is: Who is the U.S. student who studies, travels and works in other countries and what is the nature of their international experiences? Secondarily, we were interesed in pursuing greater clarification of the issues surrounding the impact of international experiences.

In the balance of this chapter we describe prior research efforts which document aspects of the international experiences of U.S. students. Chapter II describes the research method and limitations of the study. Chapter III provides a summary of the research results while Chapter IV presents an indepth analysis of those students who pursue the different types of international experiences. In Chapter V comparisons between the different types of travelling students are made. Chapter VI focuses on the impact of these international experiences on those who participate. Finally, in Chapter VII, the salient findings of the project are summarized.

The research writing on U.S. students abroad can be loosely divided into several topic areas: studies which attempt to systematically assess the outcomes of study-travel programs for U.S. students; descriptions of pragmatic issues related to the operation of a study abraod program; narrative descriptions of the potential benefits of participation in these programs; and, empirical studies interested in issues other than effects. Since the majority of writing, however, has been directed at the first of the areas described, we will begin by summarizing the other type of research.[1]

General Research on U.S. Students Abroad

Philosophic, academic and bureaucratic aspects of the study abroad program are the major concern of one group of researchers. For example: Battsek (1962) considered some of the issues involved in setting up the academic portions of a study abroad program; Abrams (1965) explored the importance of language training, participant selection, academic crediting, extracurricular activities, the relationship of the overseas setting to the overseas classroom, debriefing of students, and the integration of the international learning experience into the academic program on the home campus; Commanday described the genesis and character of the Rockland Community College's Israel Program (1976); Brown (1983) provided an historical overview of the development of study abroad activities in the U.S., a numerical description of those who study abroad, a summary of research on their characteristics, and finally, issues related to institutional support for study abroad programs.

A few quantitative studies have been made which concentrate on aspects of the international experience other than its effects. Klineberg and Hull (1979) conducted a multinational study, *At A Foreign University: An International Study of Adaptation and Coping*, in which their concern was the process of adjustment for the student enrolled in a foreign university. Some 220 (about 11%) of their sample were U.S. students directly enrolled in a foreign educational institution. They looked at a range of factors, preeminently the language facility, concerns and motivational characteristics of students.

Another example of quantitative research not solely devoted to effects is the annual report of the University of California Education Abroad Programs, based on a survey of participants. While a part of the questionnaire

1. We have chosen to review here only that research which describes U.S. students abroad; there is also a significant body of writing on international students who study in the U.S.

and report is devoted to the effects of the EAP experience, respondents also provide descriptive information concerning year in school, gender, ethnic background, personal goals, parental international living experiences, and respondents' language fluency. (See for example, Carlson and Jensen, 1984). Because this survey is an annual feature, the Educational Abroad Program researchers have amassed a significant set of descriptive information about students who participate in their study abroad programs.

The last group of writings in this potpourri category is one in which proponents of international education eloquently articulate the benefits of such an experience for students. As an example of this genre, Abrams (1965) cited four areas of educational outcomes:

> (1) language skill; (2) content learning knowledge about the arts, international affairs, and a foreign civilization; (3) cross-cultural understanding; and (4) development of personal values—a clearer sense of what one believes about the good, the true and the beautiful and of what one knows of oneself (p. 92).

Coehlo (1962) provided a similar catalog of outcomes including "international understanding, technical and speciality training, personal growth and general educational development" (p. 66). Others specify the impact of study abroad in more personal terms. Barrutia (1971), for example, described the "increased self-understanding, clarified purposes, and the broadening and deepening of the value system..." (p. 233). Nash (1976) set up the internationalized verson of a modern individual as the prototype of change resulting from overseas study: "This person will increasingly differentiate himself from his or her surroundings and develop an expanded, more tolerant and flexible self-structure adjusted to a changing, ambiguous, transcultural environment. He or she will be more assured and confident and display a greater objectivity toward his or her self and the world" (p. 195). Morgan brought all of these themes together by simply stating that the "valued outcome of study abroad...is to help the individual acquire a deep understanding of another culture, and to begin to appreciate and develop empathy for people who are different" (p. 210).

Research to Empirically Assess the Impact of Study Abroad

International educators have, however, been challenged to provide verification through systematic study of these claims. The results of these research efforts have not produced unequivocal support for the benefits of international exposure for U.S. students. Researchers studying the impact of the intercultural experience for U.S. students have identified a number of outcomes which can be subdivided into attitude change variables and other more personal effects.

Attitude Change

Changes in attitudes have obviously been a central concern for investigators and they have studied a variety of types of attitude change variables. One major cluster includes changes in general attitudes or personality characteristics including constructs such as worldmindedness, ethnocentrism, and tolerance for ambiguity. For example, Smith (1955) in one of the earliest studies, employed a Worldmindedness Scale and scales on ethnocentrism, fascism, and political-economic conservatism from the California Public Opinion Scale. McGuigan (1958) utilized the same Worldmindedness scale, a values scale, the Bogardus Scale of Social Distance along with several other psychological measures. The respondents in Nash's 1976 study were assessed on tolerance of ambiguity scales. A scale based on similar measures of tolerance for ambiguity was used by Hensley and Sell (1979). In addition, they also measured worldmindedness. In a study of University of Colorado study abroad program participants, Marion (1980) measured changes in dogmatism, internationalism, and radicalism-conservatism. Vornberg and Grant (1976) use a modified version of the Ethnocentrism Scale and the Social Distance Scale as measures of attitudinal change. In each of these cases, the researchers used standardized psychological measures to assess changes in general personality predisposition.

Others have been interested in more specific types of attitude change, usually couched in terms of favorability toward the host country or citizens of that country. Marion (1980) constructed a Perceptions of Host Country Scale. Bicknese (1974) used a questionnaire that probed extensively into students' attitudes toward Germany, and the principal questionnaire used by Salter and Teger (1975) contained questions geared toward various aspects of the sojourners' reactions to the foreign country. A slight variation on this type of attitude change was used by Hensley and Sell (1979) as they measured changes in attitude toward the United Nations. Hansel and Grove (In Press), in their study of AFS students, identified the factor of interrelationship in international awareness and culture learning.

Another outcome in the attitude change domain, related to the other more personally identified effects, concerns changes in knowledge and awareness of the U.S. Often this outcome is described as "understanding one's own culture better" (Billigmeier & Forman, 1975, p. 228). Abrams (1979) found changes in the sojourners' identification as an American, usually in a positive direction. Marion (1980) also measured changes in attitudes toward the U.S. Cormack (1973) and Yeh et al. (1973) discuss their respondents' new understanding of their home country. Hull, Lemke, and Houang (1977) in their comparative study of students remaining on campus, participating in a domestic off-campus sojourn or an international sojourn, found increased understand-

ing of the home culture among both the domestic and international sojourners (p. 12). An increase in the level of home country appreciation was also found among the high school students in the Hansel and Grove study (In Press).

Personal Consequence Effects

The other category of effects which have been studied can loosely be labeled as personal consequences. These include changes in self-concept, self-esteem and self-confidence. Additionally, researchers have identified changes in intellectual interests or academic performance, improvement in language learning and interest, greater interest in world events and changes in career and job goals.

Positive development of the self-concept or increased self-confidence are traditionally assumed to be outcomes of exposure to another culture. Originally, these described benefits came from the personal testimony of returned sojourners but, subsequently, there have been substantial numbers of studies which have investigated some aspect of the self as a dependent measure.

Those who participated in the University of California program in Gottingen identified substantial growth in independence and self-reliance, as well as other aspects of personal maturation (Billigmeier and Forman, 1975). The high school students studied by Hoeh and Spuck (1975) experienced a positive change in self-concept. Nash (1976) found mixed results with respondents indicating an expansion and differentiation of self and increased autonomy, but he could not confirm claims of greater self-assurance and confidence. Participants in the Kent State program in Geneva increased their self-esteem, particularly if they had substantial contact with non-Americans (Hensley and Sell, 1979). Pyle's (1980) focus of study was the changes in the personal development of those who participated in a work-service project in Jamaica. Looking at the three dimensions of autonomy, life purpose and interpersonal relationships, he found significant changes between those who had participated in the work project and a control group who had not. But Hull et al. (1977), found that students on the foreign sojourns lost confidence about their personal opinions and judgements during and after their experiences, while domestic sojourners gained in confidence (p. 12).

Another outcome explicitly described and studied is the stimulation of intellectual interests and improvements in academic performance. The UC students in Billigmeier and Forman's study (1975) catalogued several outcomes which can be loosely grouped as increased interest in, and awareness of, intellectural pursuits. James (1976) describes the "embers of rekindled intellectual interest and activity" (p. 607). One of the specific academic outcomes connected with study abroad is improved language facility and even interest in language study. McCormack (1969) argues for "abundant evidence" that students increase their "facility or fluency in the language of the host county" (p. 30). Scores on French listening and French reading achievement tests improved dramatically for students in the Hoeh and Spuck study (1975). Baker's (1983) study of participants in the study abroad programs of Brigham Young University found that those students who had gone on one of the study abroad programs were not only more confident in language use, but were much more interested in taking language courses when they returned to the United States.

A greater interest in world events, more political awareness and an awareness of the interdependence of nations, are also sometimes attributed as positive outcomes of an international study experience. Baker (1983), for example, found increases in subscriptions to magazines and newspapers with international coverage among those who had studied abroad. James (1976) indicated an increased, active interest in politics.

The final set of outcomes often identified for a study abroad experience focuses on changes in career and job goals. Lamet and Lamet (1982) found that 56% of their respondents believed that skills gained during the study abroad experience improved their job potential. Abrams (1979), in his study of Antioch Abroad alumni, found that a substantial number indicated that education abroad had influenced their choice of careers. Half of the respondents in James' (1976) study said that their overseas study was related to their career aspirations. The domestic sojourners in the Hull et al. (1977) study were more likely than the overseas sojourners to believe that their vocational goals had been clarified because of program participation.

Evaluation of the Research on Effects of Study Abroad Programs

It should be obvious from this brief and superficial trip through the research literature on the effects of international and intercultural contact for U.S. students, that a large number of constructs have been studied. The findings with respect to the outcomes are rather mixed. Some researchers report their results in an upbeat tone, confirming the positive outcomes of the international contact situation. James (1976), for example, concluded his report by paraphrasing his student respondents: "Most participants swear by it as a highly significant experience of their lives to date and feel that it will have lasting benefits" (p. 607). Leonard (1964), while more restrained in her evaluation, concluded that, "Foreign travel and study can produce a much greater change in attitude in a far shorter time than can a regular program of campus study" (p. 180). Abrams introduced a detailed discussion of a study of Antioch Education Abroad participants by saying:

> We found certain enduring effects of this experience of living, studying, and working abroad. Seven to seventeen years later, a great number of the alumni consider this experience one of the most important they ever had. They feel that it has a significant influence upon their subsequent educational and job decisions and their way of living, and there is evidence in their actual behavior to support this. The experience made them think hard about their values and especially, about their American identity. Apparently, the work experience, the distinctive part of the Antioch educational pattern both at home and abroad, had much to do with these outcomes. (p. 177)

Hansel and Grove conclude that, "The experience of being a high school exchange. . . leads to accelerated learning and growth in several categories, particularly in areas related to international awareness and culture learning" (In Press).

On the other end of the argument are those whose conclusions suggest a minimal effect on students who participate in a study abroad experience. McGuigan (1958) concluded that "Modifications of the personality as a result of intercultural experiences are relatively rare" (p. 60). Bower (1973) summarized his findings: "The amount of positive change compared to negative change and no change appears to be so small as to challenge assumptions of study abroad which argue that tendencies toward openness, flexibility, and sensitivity to change are fostered by study abroad" (p. 4772-A). Hensley and Sell harked back to earlier studies to make the assessment that, "The cumulative evidence raises serious doubts about the impact of such programs on student attitudes. And if attitudes are not affected significantly, then there is no basis for assuming that behavioral changes of student participants are likely to occur" (p. 408). Hull et al. (1977) concluded that while students changed, change could not be attributed to the locale of study, but rather to individual differences and idiosyncratic characteristics of the situation. Furthermore, they concluded "more change was indicated as occurring during domestic programs than during overseas programs on variables long considered to be in the semi-exclusive domain of international programs" (p. 49).

The largest number of researchers, however, come to conclusions which fall between enthusiasm and despair, in a tempered assessment of the potential impact of the intercultural contact experience. What the research revealed is the complexity of factors which comprise the effects equation. Researchers have described factors which facilitate and inhibit favorable change which include positive interaction with the host nationals and the opportunity to learn new information. Salter and Teger (1975) articulated the importance of contact under satisfying conditions arguing "the valence of the experience" (p. 221) overrides all other variables in producing positive attitude change. Morgan (1975) concluded that, with respect to study abroad, "Placing students in another culture has the potential for being an experience which challenges an individual and helps development, but only if the experience is structured and controlled" (p. 214). Personality predispositions before the study abroad experience, coupled with characteristics of the international situation, interacted to produce a variety of outcomes in Marion's (1980) study.

Interpreting the research studies which investigate the impact of intercultural contact for U.S. students is difficult for several reasons. The differing conclusions reseachers have come to, stem from the variety of variables which have been investigated. Furthermore, even those variables which have remained fairly constant from one study to the next have been operationalized differently. Assumptions which orginally suggested a simplistic relationship between contact and effect have been challenged, but not systematically explored and exposed.

Students, for example, in different types of international contact situations (work vs. travel vs. study) are compared to each other when the dynamics of the particular situations may be so different as to render a comparison nonsensical. Most students in these studies are on study abroad programs sponsored by U.S. educational institutions; most then would also be undergraduates. McGuigan (1958) studied participants in the Hollins College Abroad programs in France and England. Subjects in Leonard's (1964) study were in the Adelphi University program, although they combined a semester of formal academic study with a summer of travel. Unversity of Massachusetts study abroad program participants were polled to get the results reported by Lamet and Lamet. Hensley and Sell (1979) investigated the Kent State Geneva Semester Program. Cormack's (1973) assessment was of the Callison College, University of the Pacific program in India. Tarkio College's center in Alexandria, Egypt was the focus of Bower's (1973) dissertation work. Participants in the Regional Council for International Education's Study Abroad Program in Basel, Switzerland were studied by Morgan (1975). Billigmeier and Forman (1975) focused on the Unversity of California's Education Abroad Program in Gottingen, Germany. Bicknese (1974) studied Millersville Year in Marburg program participants. The University of Colorado undergraduates participating in study abroad programs in England, France, Germany and Italy comprised Marion's (1980) sample. Nash (1976) turned his attention to participants in a University of Connecticut program in France. Brigham Young University program participants formed the subject pool for Baker's (1983) study. Hull, Lemke and Houang (1977) selected particular study abroad programs of U.S. institutions.

While the bulk of respondents in James' (1976) study were participating in U.S. sponsored study abroad programs, four were directly enrolled in a French university. Pyle's (1981) study researched the impact of participation in a service project in Jamaica. Abrams (1979) reported on the Antioch program which is based on a work model. Similarly, Pfnister (1973) described the Goshen College program which includes both a study and work component. One of the earliest studies done by Smith (1955) included students in a workcamp program of the Quaker International Voluntary Service. But in addition he included students participating in the Experiment in International Living program in Europe, a student organization sponsored travel program and finally, simply those travelling with family or friends or as members of a tourist group. This is one of the very few studies in the research literature which set out to include students pursuing a variety of types of international contact experiences and particularly, one of the few to include those students who travel for recreational purposes. The study of Salter and Teger (1975) also included a group of students on a work project and a group recruited through the same organization who were on a travel program in Europe. Yeh et al. included U.S. students studying in Taiwan on other than U.S. educational institution sponsored programs (e.g. direct enrollment in the Taiwanese institution). Klineberg and Hull (1979) included in their multinational study of students studying in other countries, U.S. students who were directly enrolled in foreign institutions. High school students on a program combining a homestay, two-week attendance at a French high school, and a week of travel were the subjects in Hoeh and Spuck's (1975) study.

A basic reason for the preponderance of studies using the study abroad program participants is simple, ease of access to the subject populations. Students directly enrolling in a foreign institution or participating in a work program, do not usually congregate in a particular city or use a similar means of transportation. Often there is no pre-departure orientation which would facilitate administration of the measures that are part of a pre-departure experimental design. An additional reason for the focus on evaluating the U.S. study program has been the need on the part of the program administrators to demonstrate the educational validity of those programs, since the programs require the commitment of resources.

Directions for Research on U.S. Students Abroad

This survey of the writing and research on U.S. students who study, travel and work abroad suggests a number of different avenues for research to improve our understanding of those students who chose to participate in some kind of international contact experience during their years of formal schooling. First, it is clear that we currently lack descriptive information about these students and what, if anything, distinguishes them from the general student population. We know more about those students who participate in our formal U.S. sponsored programs, but we know little about those who select alternative forms of experiences in the international setting. Second, there is a dearth of information which explains the diversity of types of experiences. If some 750,000 U.S. students travel abroad each year and only 27,000 participate in U.S. sponsored programs, what kinds of activities are the others engaged in? Do they go abroad for different lengths of time? Are they similar to students who select the U.S. program option? And finally, can the effects issue be studied across the types of international experiences available? Is there any relationship between the nature of the experience and the outcomes a student experiences?

The research project described in this report attempts to begin the work of answering these questions. We wish to make clear that we view this research as a beginning. Because of the nature of the research methodology we employed our results are limited to description, in most cases. Additional research will be required to explore in adequate detail the intricacies which this data suggests.

Chapter II

In the summer of 1983 the staff of the Campus, Information and Student Services Department of the Council on International Educational Exchange identified the International Student Identity Card as a vehicle for collecting information on U.S. students who study, travel and work abroad.

The International Student Identity Card (ISIC), available globally to students, is administered by the International Student Travel Conference and its membership. Only students, with documentation of that status, are eligible to purchase the ISIC. Students who have purchased the card are entitled to a variety of discounts around the world. The Council on International Educational Exchange (CIEE) supervises the sale of ISICs in the United States. The Council sells the ISIC directly through its annual *Student Travel Catalog* and its U.S. offices (New York, San Francisco, Los Angeles, Berkeley, San Diego, Seattle and Boston). The Council also certifies some 400 other offices, most of which are on college campuses, to issue the ISIC on its behalf. In 1983 the Council sold approximately 100,000 cards. Applicants who purchase the card from the New York office via the U.S. mail use the standard application form in the *Student Travel Catalog*. Some of the campus issuing offices also use this application form, although many campus issuing offices use an alternative form.

A questionnaire was developed, pretested and included in the application for the 1982-83 International Student Identity Card. Trial versions of the questionnaire were given to approximately 400 students staying in New York City during the summer of 1982. The version of the questionnaire included in the application for the 1982-83 International Student Identity Card, which appeared in the 1983 *Student Travel Catalog*, was based on an analysis of these pretests.

The purpose of the research project was to provide a base of descriptive information about U.S. students who go abroad for a broad range of reasons. Since so little concrete information is currently available about these students, Council staff envisioned the project as a mechanism which could provide a base line of information on the characteristics of these students, as well as on the nature of the international experiences on which they were about to embark.

The Questionnaire

Since the purpose of the project was to collect descriptive information about travelling U.S. students, the content of the questionnaire was geared toward compiling basic information. Respondents to the questionnaire provided information which allowed us to answer four questions: Who is the student who travels internationally?; What is the nature of their intended international experience?; What are the motivational and behavioral characteristics of these students?; and, for those who have had a prior international experience, How do they assess the impact of that experience?

Applicants for the ISIC first answered questions which revealed demographic and background characteristics. Year in school was indicated by high school, first-, second-, third-, fourth-, fifth-year post-high school. The latter category also includes graduate students. We also requested an indication of current or intended (for high school students) field of study. We asked three questions related to parental background and to respondent language fluency. Each applicant provided a "yes" or "no" response to a query about parental international residence of at least a year, parental fluency in a second-language and their own second language fluency. They were also asked to indicate any changes in place of residence from one city or town to another before the age of eighteen; selecting an option of none, one-two, three-four, or more than five times.

The next cluster of questions was geared toward providing a description of the international experiences these students intended to pursue. A critical question asked the respondents to rank up to three descriptors of what they would be doing on their overseas sojourn. Because students often combine various types of activities on these trips we decided to use a ranking option rather than forcing students to make only one selection. We also selected the ranking option rather than a simple "check-off" of three choices, because we wanted to know the primary type of activity in which the student was going to engage. We gave students nine options. The first was "participation in a program sponsored by a U.S. educational institution" and the second was "enrollment without the assistance of a U.S. educational institution in a program sponsored by a foreign educational institution". Additional choices included: independent study, paid work, voluntary service/internship without pay, visiting or living with family/friends, travelling with family/friends, and educational travel. Educational travel includes the popular travel tours which incorporate a study component; it might also include those students who have selected a travel option for themselves, but who see that travel as including specific educational objectives. A final option was "other" followed by a space in which the respondent could specify the nature of the alternative.

Applicants described the length of their intended trip by choosing one of: less than one month, one-three months, three-six months, six-twelve months or more than one year. They also indicated if they would be travelling alone, with a couple of friends or with a group.

The ranking option (up to three selections) was used to allow respondents to describe how they would finance the trip. Forced choice options for this question included: scholarships/grants, loans, personal savings, family/friends, work while overseas, and other.

Students designated as many as three aspects of the trip about which they were concerned choosing from: housing, food, language, adjustment to different ways of life, having sufficient money, meeting people, health, political unrest, homesickness and other.

The final descriptor of the intended trip concerned geographical destination which included: Western Europe, Eastern Europe/USSR, Sub-saharan Africa, Northern Africa, China/Japan, Other Asia, Australia/New Zealand/South Pacific, Mexico/Central America/Caribbean, South America, Canada and the Middle East.

The third set of questions in the questionnaire addressed the issue of the motivational and behavioral characteristics of the student traveller. The source of influence and interest in international travel was gauged by asking respondents to rank (again, up to three) sources of their interest including one of: influence of family/friends, contact with foreign students in high school, contact with foreign students in college, language courses, other academic courses, interest in international events, career goals, getting away from family or friends, and other.

Sojourners also ranked personal goals by selecting from: adding a new dimension to my schooling, improving foreign language ability, improving knowledge of country(ies) I am travelling to, having fun, meeting new people, changing the ways in which I think of myself, improving my self-confidence, gaining independence, and other.

Four declarative statements, focusing on behavior and attitudes related to international exchange, were provided and the applicants indicated agreement to them by choosing strongly agree, agree, no opinion, disagree, or strongly disagree. These statements included: the acceptance of different ways of life, the regular reading of newspapers and magazine articles on international events, a belief that an international travel experience will help get a job in the future, and the expectation that the international experience will cause changes in relationships with family and/or friends. Respondents also indicated a "yes" or "no" to a query about plans to travel to another country within the next two years. They were also asked to indicate whether they previously had made any trips of more than one month in duration by selecting: none, one, two-three, four or more.

Only those applicants who had travelled previously internationally completed the last portion of the questionnaire. In this section of the survey, we requested from students a self-assessment of the impact of prior international experiences. They first indicated up to three descriptors of the nature of that first trip choosing from: enrollment in a program sponsored by a U.S. educational institution, enrollment without the assistance of a U.S. educational institution in a program at a foreign university, independent study, paid work, voluntary service/internship without pay, visit with family/friends, educational travel, recreational travel, and other. The length of that first experience was also indicated by a choice from: one-three months, three-twelve months, one-three years, three-five years, and over five years. Students assessed the impact of that experience by indicating their agreement with a series of declarative statements. The content of these statements was directly related to prior research on the effects of international contact. Level of agreement was operationalized as: strongly agree, agree, no opinion, disagree, or strongly disagree. Each statement was written in the first person and included: increased interest in international events, became more interested in academic performance, improvement of self-confidence, difficulty in readjusting to the U.S., better understanding of U.S. culture, increased political awareness, changes in career plans, the establishment of long-term relationships with people in other countries, and the serious consideration of moving to another country.

The application for the ISIC in the *Student Travel Catalog* was spread over four pages. On the first page the applicant provided name, address, name of school and indicated if he/she was also applying for the Council's Work Abroad program. The only survey question on this page concerned the primary geographic destination. At the top of the seond page was a short introduction to the questionnaire which described the purpose of the survey and indicated that responses to each question were optional.

Respondents

Students purchasing the ISIC and completing the survey through either the Council's New York office or a selection of campus issuing offices around the country are included in this report. The major data set consists of those surveys processed through the New York office. Approximately 5,912 students applying for the ISIC through New York completed the survey. The New York office processes over-the-counter applications from New York students as well as mail applications from across the country; the overwhelming percentage of the completed surveys in this report are from the latter. In order to provide a base of comparison to this group, Campus, Information and Student Services asked its issuing offices around the country to return completed ISIC applications to New York. An additional 2,200 questionnaires from the campuses comprise a second data set.[1] These two data sets have *not* been merged.

It is impossible to argue for the representativeness of either of these sets to all U.S. students who study, travel or work abroad. The Campus set is limited to those schools which use the ISIC application in the *Student Travel Catalog* and which sent in completed surveys. While the New York data set is heterogeneous,

1. Note: Campuses included are listed at the end of this chapter.

composed of students from the entire country, we do not claim it to be a representative sample. The striking similarity between the New York and Campus data sets does suggest a good cross-section of the U.S. student, however.

Not all applicants for the ISIC completed the questionnaire. (While we cannot report a specific response rate, a 50% completion rate is fairly accurate.) Obviously, the argument could be made that students who take the time to fill out the questionnaire may have a special interest in international education, and therefore, their responses would not be representative of the whole.

The representativeness of these respondents to all U.S. students who travel is also limited by the nature of the ISIC. The ISIC is more visible and popular among travellers to European destinations. Individuals with other geographic destinations may not purchase the card in the same proportions as the European traveller.

The large number of individuals who filled out this questionnaire in diverse settings necessitates concerns about the overall reliability, validity and generalizability of the results. Respondent interest and involvement in filling out the survey was not monitored. Given the large number of issuing offices, no guarantees can be made concerning the similarity of conditions of administration nor explanation provided applicants concerning the questionnaire.

Problems with the Questionnaire

Some of the questions and response choices pose some difficulty in interpretation of results. For example, in the 1983 version of the questionnaire all of the ranking questions included a choice of "other" followed by a space for a narrative description of the respondent's choice. A random selection of questionnaires with this option selected, revealed that in almost all cases the narrative indicated that one of the other choices could have been appropriately selected. This indicates either a lack of clarity in the response choices themselves or that respondents simply jumped to the "other" and did not read the alternatives. In almost all cases a careful examination of the narrative "other" suggested that the latter explanation was most likely. Some changes were made in response choices for later versions of the questionnaire.

A significant problem was discovered, however, with the question asking for an indication of primary geographical destination. The question was introduced by asking respondents, "What is your *primary* destination?" followed by the geogrpahic destination choices. Each choice was preceded by a box for the respondent to check. Many respondents checked more than one destination, but since the original computer program was set up to take only one choice, the person inputting selected the first box checked as the respondent's answer. Since Western Europe was listed first, that destination received a disproportionately high number of choices. This error was not discovered until all of the applications processed in New York had been entered. A rough tally was kept for the Campus data of the numbers of double entries to this question, and we report an estimate of geographical destination which is not so heavily biased toward the Western European destination.

The question which asked respondents how many trips longer than one month in duration they had made, also poses some difficulties since the question does not explicitly state *international* trips. The declarative statement which indicates acceptance of different ways of life produced few responses which were not either "strongly agree" or "agree". Obviously, the social desirability of tolerance and acceptance of differences was too strong to allow respondents to make a judgement based on actual behaviors and attitudes.

Choices offered in the part of the questionnaire to describe the nature of the first international experience (in the portion of the questionnaire on the impact of prior experiences), were not directly comparable to choices offered for the similar question in the first section of the questionnaire. There were minor differences in choices given for both the description of the experience and the length of the experience, as compared to similar questions in the initial section of the questionnaire.

Analysis of Data

Ultimately, both the New York and Campus data sets were analyzed using computer programs that are part of the Statistics Package for the Social Sciences. The two data sets have *not* been merged. Summary statistics are presented in Chapter III for both data sets. The data analysis that we report in the remainder of this report has been entirely compiled using only the New York data set.

Campuses included in the campus report of data: Agnes Scott College; Beaver College; California State University, Northridge; Colorado State University, Fort Collins; Eckerd College; Guilford College; University of Iowa, Iowa City; Kansas State University; Kenyon College; Louisiana State University; Marquette University; University of Massachusetts, Amherst; New York University; State University of NY, Binghampton; University of North Carolina, Chapel Hill; University of North Carolina, Charlottesville; Oklahoma State University; Penn State University, University Park; Reed College; St. Cloud State University; College of St. Thomas; Sonoma State University; Southern Illinois University at Edwardsville; Southern Methodist University; Texas A and M; Tulane University; University of Vermont; Wayne State University; Western Washington University; and University of Wisconsin, LaCrosse.

Chapter III

In this chapter we present the summary results of ISIC applications from both the New York and the Campus samples, answering the four major research questions which guided the overall project.

Student Demographic and Background Information

Respondents first identified their year in school and their educational levels, which are summarized in Table 3.1. Students in their first-year post-high school travel significantly less than students at other points in their education. Those in the second-year post-high school also plan international travel less often than their fellow students. More of the New York applicants were high school students, a predictable difference, since ISIC applicants through the campus offices are likely to be post-high school students at that campus. Because high school students would be more likely to participate in more formal programs, where they would be encouraged to purchase an ISIC, the 20% figure for high school students may be high when compared to the total of students who study, travel or work abroad.

Student descriptions of their current or intended field of study, as reported in Table 3.2, suggest that while the more traditional fields associated with study abroad, such as languages and liberal arts, still provide a large percentage of international student travellers, business and engineering students represent a significant proportion as well. The 12% of the New York sample who were language majors represents a quite substantial subset, as does the 21% for other liberal arts majors. Yet an interest among students in other disciplines is clearly indicated by the 13% figure for business students, the 10% for engineering/physical scientists, and the 10% in professional fields.

Thirty-five percent of the New York applicants' parents spoke a second language, as compared with 30% of the campus applicants. In the New York sample, 33% of the parents had resided in another country for at least a year, while 26% of the campus group's parents had. The students measured their own language fluency at 29% in the New York set and 21% among the campus respondents.

Applicants indicated a moderate amount of residential mobility, with over one-third never moving from city to city and another third doing so one or two times, as Table 3.3 indicates. Again, the similarity between the New York and Campus sets is notable.

In the 1983 version of the questionnaire, respondents were not asked for gender identification. We did, however, code the gender of the respondents in the Campus sample. Of the responses which could be identified as to gender, the larger group (68%) were female.

Description of Intended International Experience

With the questions in this portion of the questionnaire we were interested in developing a picture not only of what students do when they travel internationally, but the length of their trip and their dominant concerns. Students were asked to rank up to three descriptors of their intended experience. Tables 3.4 and 3.5 summarize the first, second, and third choices of both groups of students. Within both groups the choice ranked first (most important), was participation in a program sponsored by a U.S. educational institution (29% and 30%). The first ranked choice which was selected next was educational travel (22%) in the New York set and travel with family or friends (25%) in the Campus set. Of those respondents who ranked a second most important description of their intended international experience, members of both the New York and Campus sets selected educational travel most often (41% and 42%). When choosing a third description, New York respondents identified educational travel 27% of the time and 25% of the Campus sample chose travel with family or friends.

The students were headed primarily for Western European countries, with 91% (New York) and 92% (Campus) selecting that response. Three percent of both groups chose Eastern Europe and 2% of the New York and 1% of the Campus set chose the Middle East. China/Japan and Australia/New Zealand each had 1% of both populations, but neither group indicated even a full percentage point travelling to South America or Canada. The totals for the remaining geographic destinations hovered around the 1% mark.

After the problem with this question had been discovered, we did an approximate count of the number of respondents in the Campus data set who had listed multiple answers for their destination choice. With the additional responses calculated for the Campus set, the overall percentages do change. Corrected figures indicate that 86% of the students were going to Western Europe and 5% to Eastern Europe/USSR. Almost 2% were planning on visiting China/Japan and 3% were going to the Middle East.

Table 3.6 summarizes applicant responses to the query concerning travel companions. More of those in the New York sample planned to travel alone, but the high percentage in both samples who were setting out on their own is an interesting finding.

Most student travellers planned trips of one-three months, as Table 3.7 indicates, with 49% of the New York and 57% of the Campus sample selecting that option. The dominance of the choice of a short-term experience is certainly of interest.

Financial support came overwhelmingly from personal savings and family/friends. Table 3.8 provides a complete breakdown of the financial resources these students anticipated.

While personal savings and support from family/friends are notable, because of the large percentage of students who identified these as sources of monetary support, the large number of students who travelled with the assistance of scholarships, grants, and loans is also intriguing.

Applicants were asked to rank in order of importance up to three concerns they had about their intended trip. Table 3.9 summarizes their choices. Again the results of the two groups paralleled each other, with concern about having sufficient money selected most often as the first ranked concern (26% and 27%). Language was, however, of great concern to both groups with 24% and 25% choosing it as a first ranked concern. A similar emphasis on having sufficient money and concerns about language are indicated in the second and third ranked choices.

Motivational and Behavioral Characteristics

We were interested in determining the motivations for these students' international travel and the sources of their interest in international contact. Additionally, we wanted to chart some of the interests and behaviors often associated with those who travel internationally.

Students were asked to identify their personal goals for this trip, again by ranking three choices. These results, reported in Table 3.10, seem to bear out the general perception that students are motivated to go abroad because of a desire to learn more about other cultures. Well over 60% of both groups selected academic and knowledge goals as their first ranked personal goals and over 50% selected those same goals as their second ranked personal goals. The similarity between the two samples is evident again in the responses to this question.

Each student assessed the three most important sources of their interest in international travel; their responses are presented in Table 3.11. Respondents overwhelmingly selected the influence of family/friends as their first ranked source of influence (29% among the New York and 34% among the campus respondents). Interest in international events was selected as the first ranked source of influence (18% and 19%) by the two groups. The latter category was selected most often as the second and third ranked source of influence.

Applicant responses to the set of questions asking for their level of agreement to statements designed to tap attitudes and behaviors are summarized in Table 3.12. Almost all students saw themselves as accepting of different ways of life. A very large proportion indicated regular reading of newspaper and magazine articles on international events. Among these students there is a strong expectation that international travel will help them get a job in the future. There is much less anticipation of changes in personal relationships because of their international travel.

In response to the question concerning future travel plans, 68% of New York and 63% of Campus respondents indicated plans to travel internationally again within two years. A little more than 40% of both groups had no previous travel experience as Table 3.13 indicates, with 13% having had four or more such experiences.

Assessment of the Impact of First International Experience

Approximately 50% of the respondents in both sets had travelled internationally previously and answered an additional set of questions. These students, asked to rank up to three descriptors of their first international experience, indicated that travel with family or friends was overwhelmingly the most descriptive of these trips as Table 3.14 indicates. Educational travel and recreational travel were also identified frequently.

These trips were predominantly of one-three months in length, with a small percentage of students spending extended periods of time living in another country, as Table 3.15 indicates.

Students were asked to assess the impact of this first experience using a "strongly agree" to "strongly disagree" scale. These results are reported in Table 3.16. Students saw their first international experience as having a significant impact on their lives. They overwhelmingly became more interested in international events and saw themselves as more political aware. Most saw a positive change in their academic performance. About 70% of both populations cited improved knowledge of U.S. culture and increased self-confidence. Almost half established signficant relationships with individuals in other countries. Interestingly, only a little over 20% indicated any difficulty in readjusting to the U.S.

Comparison of Respondents to General Student Population

While it is impossible to find strictly comparative data on the educational cohorts of our sample, some comparisons can be made which highlight the special characteristics of those students who chose to study, travel or work abroad.

Statistics about enrollment at the various educational levels are not generally broken down into each of the post-high school years. However, in 1981 there were 2,595,000 first-time freshmen, which is about 21% of the total undergraduate (11,270,000) and graduate (1,101,000) population (Statistical Abstract of the United States [SAUS], 1984). This, therefore, suggests that the low number of students in the first-year post-high school selecting a study, travel or work abroad option is proportionately even less of the overall post-secondary student population since these students represent over 20% of that group.

College enrollment by major field of study in 1982 (SAUS, 1984) included 23.7% business and commerce students. (The comparative figure for the respondents in this study was 13% for New York and 15% for Campus.) Engineering students comprised 11.3%, physical sciences 2.4%, and biological sciences 2.9% of the total. Engineering and physical science students were 10% of the survey sample. Education students, while only 4% of our sample, were 6.7% of the college enrollment in 1982 (SAUS, 1984).

Those majors were are proportionately over-represented in this survey include foreign languages, other liberal arts and the social sciences. Liberal arts or humanities majors (including english and journalism) were 10.6% of the total enrollment in 1982 (SAUS, 1984) compared with a total of 33% in the ISIC study. Seven percent of the undergraduate population were majoring in the social sciences (SAUS, 1984) whereas 10% selected that option in this study. We were unable to locate specific figues on the number of foreign language majors; however, in 1980, about .01% of all bachelors degrees conferred were in foreign languages (SAUS, 1983).

Fields under- and over-represented in proportion to the national figures support traditional assumptions about the kinds of students that are interested in international opportunities.

No statistics were found that described the percentage of the adult population which had ever lived in another country for at least a year. In 1981, 2,687,000 U.S. citizens were living abroad (including private citizens, federal civilian and military employees, and their dependents [SAUS, 1985]).

On the basis of a survey of Americans conducted by the University of Michigan Survey Research Center, Eddy (1979) concluded that less than 25% of Americans can read, write or speak a language other than English. Since many of these individuals gained their language fluency as a result of speaking a second language at home, this figure would suggest that there are more respondents in this survey who are fluent in a second language as a result of formal study of that language than would be true for a representative sample taken from the national population.

Comparative statistics on residential mobility suggest a good correspondence between the students in this sample and the overall population. In 1980, 53.6% of the overall population lived in the same house as in 1975. A total of 25.1% lived in a different house, but in the same county, and 9.8% had moved as well to as different county. 9.7% had moved to a different state. As these figures refer only to the preceding five-year period, it is reasonable to assume that at least a proportion of those who had not moved would have moved before that period. This suggests that the sample figures (37% for New York and 39% for Campuses) may be typical (SAUS, 1985).

Passport statistics for 1981 (Summary of Passport Statistics, October-December 1981) indicate that about 29% of those receiving passports in that year were planning trips of less than one month and 43% were going for one-two months. (About one-fourth of the passport applicants did not indicate a length of time so these figures may be inaccurate.) Certainly the students, although predominately choosing the one-three month option, plan on longer international trips than the general population.

Students who study abroad do differ in some ways from their fellow students, but are similar in others. In Chapter IV we move beyond this description of the travelling student as a unified body and construct profiles of the students who selected the various types of international experiences.

SUMMARY STUDENT INFORMATION
(IN PERCENTAGES)

Table 3.1
Year in School

	New York	Campus
High school	20	4
First-year post-h.s.	6	4
Second-year post-h.s.	14	17
Third-year post-h.s.	22	26
Fourth-year post-h.s.	18	26
Fifth-year post-h.s./Grad.	21	23
	N = 5760	N = 2085

Table 3.2
Field of Study

	New York	Campus
Foreign language	12	13
Other liberal arts	21	25
Social Science	10	12
Education	4	4
Engineering	10	10
Preprofessional	5	5
Professional	10	9
Business	13	15
Vocational	0	0
Graduate	4	2
Other	11	4
	N = 5635	N = 2011

Table 3.3
Change of City/Residence

	New York	Campus
None	37	39
One - two	35	34
Three - four	17	16
Five or more	11	11
	N = 5803	N = 2080

Table 3.4
Type of International Experience Planned – New York

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice	Total
Program sponsored by U.S. educational institution	29	6	5	15
Direct enrollment in foreign program/institution	5	3	2	4
Independent study abroad	7	8	10	8
Paid work	4	4	4	4
Voluntary work	1	2	3	2
Visit/live with family/friends	9	14	17	13
Travel with family/friends	18	19	20	19
Educational travel	22	41	27	30
Other	5	3	12	6
	N = 5743	5130	4078	14951

Table 3.5
Type of International Experience Planned – Campus

	Ranked First Choice	Ranked Second Choice	Ranked Third Choice	Total
Program sponsored by U.S. educational institution	30	8	7	16
Direct enrollment in foreign program/institution	3	3	2	3
Independent study abroad	6	9	10	8
Paid work	2	1	2	2
Voluntary work	1	2	2	1
Visit/live with family/friends	8	12	18	12
Travel with family/friends	25	20	25	24
Educational travel	21	42	24	29
Other	2	2	10	4
	N = 2008	1852	1475	5335

Table 3.6
Travel Companions

	New York	Campus
Alone	27	20
With a few friends	40	47
With a group	33	33
	N = 5677	N = 2013

Table 3.7
Length of Intended Experience

	New York	Campus
Less than one month	14	11
One - three months	49	57
Three - six months	17	16
Six - twelve months	17	13
More than one year	4	3
	N = 5811	N = 2073

Table 3.8
Financial Support

	New York				Campus			
	Ranked First Choice	Ranked Second Choice	Ranked Third Choice	Total	Ranked First Choice	Ranked Second Choice	Ranked Third Choice	Total
Scholarship/Grant	8	6	11	8	8	5	12	8
Loan	7	11	22	11	8	12	24	12
Personal savings	43	41	21	38	42	45	21	39
Family/Friend	38	31	25	33	39	31	26	34
Work while abroad	3	10	16	8	1	6	12	5
Other	0	44	6	2	1	1	4	2
	N = 5746	4627	2615	12988	2040	1609	801	4450

Table 3.9
Concerns About Trip

	New York				Campus			
	First Ranked Concern	Second Ranked Concern	Third Ranked Concern	Total	First Ranked Concern	Second Ranked Concern	Third Ranked Concern	Total
Housing	14	15	11	14	14	15	15	15
Food	2	7	9	6	2	8	9	6
Language	24	17	15	19	25	18	18	20
Cultural adjustment	14	16	13	14	14	16	12	14
Sufficient money	26	18	16	21	27	19	14	20
Meeting people	12	15	15	14	13	16	13	14
Health	2	4	6	4	2	3	6	3
Political unrest	2	3	5	3	2	3	6	3
Homesickness	2	3	7	4	2	2	7	3
Other	3	2	3	3	1	1	1	1
	N = 5510	4994	4335	14839	1944	1767	1535	5246

Table 3.10
Personal Goals

	New York				Campus			
	First Ranked Goal	Second Ranked Goal	Third Ranked Goal	Total	First Ranked Goal	Second Ranked Goal	Third Ranked Goal	Total
Add new dimension to schooling	31	12	11	18	33	14	10	19
Foreign language	16	15	8	13	15	15	8	13
Improve knowledge of country	20	24	17	20	18	25	19	21
Have fun	15	15	19	16	20	16	20	19
Meet new people	5	16	20	14	4	15	19	12
Change self-concept	4	4	6	5	3	4	5	4
Improve self-confidence	3	6	7	5	2	4	7	4
Gain independence	4	7	11	7	3	6	10	6
Other	2	1	1	1	2	0	1	1
	N = 5684	5461	5223	16368	2024	1966	1866	5856

Table 3.11
Principal Sources of Influence For International Travel

	New York				Campus			
	Ranked First Choice	Ranked Second Choice	Ranked Third Choice	Total	Ranked First Choice	Ranked Second Choice	Ranked Third Choice	Total
Influence of family/friends	29	15	13	19	34	14	13	21
Contact with foreign h.s. students	6	7	5	6	3	6	5	5
Contact with foreign college students	5	7	10	7	4	9	11	8
Language courses	13	15	10	13	13	13	9	12
Academic courses	7	10	11	9	7	11	12	9
Interest in international events	18	21	18	19	19	23	19	20
Career goals	13	17	17	16	11	16	17	15
Desire to get away	2	5	10	5	3	6	9	6
Other	9	4	6	6	7	3	5	5
	N = 5643	5226	4596	15465	2008	1859	1647	5514

Table 3.12
Attitudinal Questions

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
Accepting of different ways of life	New York	56	40	3	1	0	5723
	Campus	58	38	3	1	0	2014
Regularly read newspapers/ magazines on intl. events	New York	26	44	14	14	2	5725
	Campus	24	42	15	17	2	2039
Expect intl. travel will help get job in future	New York	31	35	24	7	2	5740
	Campus	27	35	28	8	1	1970
Expect intl. travel will change personal relations	New York	19	32	24	19	6	5717
	Campus	15	31	25	22	7	2030

Table 3.13
Prior Travel Experiences

	None	One	Two - three	Four +	N=
New York	44	21	21	13	5642
Campus	42	21	21	13	1997

Table 3.14
Nature of First International Experience

	New York				Campus			
	Ranked First Choice	Ranked Second Choice	Ranked Third Choice	Total	Ranked First Choice	Ranked Second Choice	Ranked Third Choice	Total
Program of U.S. institution	12	3	3	7	14	3	3	8
Direct in foreign institution	4	2	1	2	3	1	1	2
Independent study	2	3	5	3	1	3	5	3
Paid work	1	1	1	1	1	0	0	1
Voluntary work	2	2	2	2	1	1	3	2
Travel with family/friends	52	15	11	24	53	16	10	30
Educational travel	10	30	30	22	11	28	29	21
Recreational travel	11	42	37	28	12	45	39	29
Other	6	3	9	6	5	2	2	5
	N = 3212	2632	1808	7652	1099	856	619	2574

Table 3.15
Length of First International Experience

	New York	Campus	Total
1 - 3 Months	78	81	79
3 - 12 Months	11	10	11
1 - 3 Years	7	6	6
3 - 5 Years	2	2	2
Over 5 Years	2	1	2
	N = 2989	1023	4012

Table 3.16
Self-assessment of Impact of First International Experience

		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
More interested in news of intl. events	New York	37	40	16	6	1	3155
	Campus	36	41	16	5	1	1053
More interested in my academic performance	New York	16	28	39	15	2	3150
	Campus	14	27	43	14	2	1063
Improved my self-confidence	New York	30	42	22	5	1	3156
	Campus	29	43	22	5	1	1017
Difficulty in readjusting to U.S.	New York	7	15	15	37	26	3145
	Campus	7	16	17	35	25	1059
Better understanding of U.S. culture	New York	22	45	23	8	2	3154
	Campus	22	46	21	9	2	1044
More politically aware	New York	23	41	25	10	2	3151
	Campus	21	46	23	8	2	1047
Made changes in career plans	New York	12	15	32	29	12	3143
	Campus	11	13	34	30	12	1060
Established long-term relationships with people in other countries	New York	25	25	19	24	7	3143
	Campus	21	25	21	25	8	1058
Would seriously consider moving to another country	New York	24	26	25	17	9	3152
	Campus	22	29	24	18	8	1063

Chapter IV

A critical factor in understanding any intercultural contact experience is the purpose and, therefore, context within which the student meets the other culture. International educators have assumed that the type of experience is important in achieving desired outcomes. In this section we present "Profiles" of the students who were going abroad to participate in the various types of experiences. We selected the first ranked responses to the question (Number seven) which asked applicants to rank up to three descriptors of what they would be doing on their international trip and cross-tabulated those with responses to most of the other demographic, descriptive, and attitudinal questions. In addition, we constructed a number of additional three-dimensional cross-tabulations using the description of their intended trip, the length of the trip and responses to other key questions. We selected length of trip as a controlling factor because of the importance that length of contact has been given in the general writing about educational exchange. What follows is a statistical profile of those students who chose the various types of experiences. In the cases where three-dimensional cross-tabulations yielded significant results using a chi-square test, we also report those analyses. *These analyses were performed on the sample of respondents processed through the New York office only.*

Profile of a Student who Participates in a Program Sponsored by a U.S. Educational Institution

One of the more visible alternatives for a student contemplating an international experience is participation in a study program sponsored by a U.S. educational institution. In our study approximately 1,660 students selected this option as their first ranked choice when describing their intended international experience. In 1983, the Institute for International Education identified 654 study abroad programs sponsored by U.S. educational institutions in which some 27,145 students participated. *Work, Study, Travel Abroad: The Whole World Handbook*, a reference to U.S.- sponsored study abroad programs, includes listings of programs around the globe, whether semester, academic year or summer. In addition, this volume divides these programs into categories of interest, i.e. liberal arts/language/literature/multi-course offerings or specialized courses of study. For example, the Universities of Colorado and Kansas jointly sponsor an academic year program emphasizing language, literature and the liberal arts in Bordeaux. The University of Wisconsin at Platteville has a semester or academic year program located in London in business administration. California State University sponsors a language, literature and liberal arts program in Lima for the academic year, while New York University's summer program in Kyoto is in dance education. Some of these schools recruit students for their programs from any U.S. educational institution (e.g. Friends World College), while others limit their enrollment to students from their own campuses (e.g. the California State University program above).

Generally, by selecting this type of international activity, the student is able to facilitate the transfer of credit from educational endeavors overseas to their home academic institution. When participating in such a program, students apply to the U.S. institution and that institution directly supervises the curricular options available to the student.

Some U.S. colleges and universities set up their programs in close association with a foreign educational institution, with participants taking classes together with students from the host country. Others set up special courses for their students. A program administrator, who supervises the educational program and serves as an advisor, is on site for some programs.

For those students who selected as their first ranked choice participation in a program sponsored by a U.S. educational instituion, a number of interesting descriptors emerge. Table 4.A.1 indicates that students who chose this type of experience came predominantly (37%) from the third-year post-high school group fitting the conventional notions of the "junior year abroad study program." Of significance is the low percentage of participants in their first year of post-high school education. That high school students constituted 14% of the overall total is also very interesting.

The relationship between the U.S.- sponsored program abroad and foreign language students is borne out by looking at the data presented in Table 4.A.2. Seventeen percent of these students had declared foreign language majors. Other liberal arts at 24% and social sciences at 12% combined to produce the majority of students selecting this option, all from fields which have been traditionally associated with study abroad. Yet it is encouraging to see that 11% of these students were pursuing programs in business and 6% were engineering/physical science students.

Table 4.A.3 summarizes responses to background questions concerning parental international residence, language fluency and respondent language fluency. The figures show that about 30% had parents who speak a second language or had lived in another country for at least a year. Respondent fluency in a second language was 28%.

The greatest number of students chose to participate in this type of experience for one to three months, as Table 4.A.4 shows. The balance divided their choices primarily between the three to six month option (25%) and six to twelve month option (24%). A total of 57% saw themselves as travelling with a group and equal numbers were going by themselves or with a few friends. (Table 4.A.5)

Respondents selected as their first (most important) choice of a source of financial support help from family and friends (47%) as table 4.A.6 shows. The most interesting finding with respect to financing of the trip, however, is that 14% of these students anticipated scholarships and/or grants as a primary means of support. The students indicated motivation and planning, because 27% of them listed personal savings as the major source of financial support for the trip.

In response to the query asking them to rank their concerns for the trip, 28% selected language as their major concern. Another 25% were disquieted because of money, and 19% because of anxiety associated with adjustment to different ways of life. Table 4.A.7 summarizes these results.

U.S. educational institution program participants identified the influence of their family and friends (22%) as their first ranked choice to account for their interest in travel abroad. Consistent with their majors and expressed concerns, is the choice of language courses as the major reason for their interest by 18% of the sample. Interestingly, an additional 18% cited career goals as the source of their interest.

When asked to rank their personal goals, this group selected adding a new dimension to schooling 48% of the time. Their other major choices, as reflected in Table 4.A.9, included improving foreign language ability (22%) and improving knowledge of the country(ies) to which they were traveling (12%). The overall educational character of these goals is certainly consistent with their choice of type of international experience.

Responses to the questions asking for expressed agreement with statements describing attitudes and behaviors are presented in Table 4.A.10. These students obviously saw themselves as accepting of different ways of life and they also perceived of this international experience as enhancing their job potential in the future. A lesser number regularly read articles about international events and a smaller number expected changes in their personal relationships as a result of the international stay. Their prior travel experience is summarized in Table 4.A.11 with 50% having had no previous travel experience. With regard to their plans to travel internationally again with the next two years, 64% answered affirmatively and 36% replied negatively.

Three-Dimensional Analysis

Additional analyses were conducted using both the type and length of the proposed experience as controlling dimensions. We report only those tabulations in which the chi-square statistic nominal data indicates a relationship between the three variables that could have occured by chance in less than .05% of the cases.

When comparing type by length by field of study as Table 4.A.12 does, we see that, for each category of the anticipated length, the highest percentage of these students were from other liberal arts majors. The exception to this is among those students planning a six to twelve month trip. Of this group 32% were foreign language majors.

Several patterns are indicated by looking at the association between type, length and parental background questions. Within each length category the percentage of parents with at least one year international residence basically increased as the length of the proposed trip increased (see Table 4.A.13). While 25% of those students going for one to three months on a U.S.- sponsored study abroad program had at least one parent with an international residence of a least one year, 41% of those students planning a year-long trip indicated that their parents fit this description.

A similar pattern emerged when the third dimension of analysis was parent's language fluency, as Table 4.A.14 shows. Forty-eight percent of these students travelling for more than a year had parents who spoke a second language; this figure decreased to 28% for those who selected the less than one month experience.

The respondents also indicated their own language fluency as a result of formal study of a language and again, as displayed in Table 4.A.15, we can see that as the time length for the proposed trip increased so, too, did the expressed language fluency.

When primary means of financial support is used as the third dimension of analysis, the strong support of family and friends, regardless of the length of the proposed trip, is evident as Table 4.A.16 demonstrates. Yet, several other interesting figures emerged in this data set. For the shorter length of trips, support from personal savings was almost balanced with support from family or friends. The three to six month and six to twelve month trips required more family/friends support. But, for those planning the six to twelve month trip, 21% chose scholarships/grants as their primary means of financial support. Those going for longer than one year relied the most heavily on loans, with 18% citing this means of financial backing.

Investigating the primary concern of students choosing this type of experience by length simply confirms the preponderance of concern about language. Table 4.A.17 shows that language was the major concern for students in each length category except for those on the three to six month trip where concerns about having sufficient money were slightly more prominent. The other interesting finding in this configuration is that concerns with adjustment to a different way of life did *not* increase as the proposed trip became longer, but rather that those going for one to three months and three to six months expressed the greatest degree of concern over cultural adjustment.

Family and friends, as the major stimulus for interest in international travel, take on a slightly different cast when trip length is included in the equation. Table 4.A.18 indicates that, for those traveling for less than one month, one to three months and three to six months the predominant choice was still family/friends. But, for those planning on a six to twelve month trip, 25% cited language courses as the primary influence. Furthermore, those selecting the longest trips, indicated, at a level of 26%, that career goals were their major source of influence.

With respect to the respondents' major personal goal, the addition of length of proposed trip also reconfigures our understanding of the data. While adding a new dimension to schooling was still the predominant choice for participants going abroad for each of the length of trip categories (see Table 4.A.19), emphasis on language acquisition became more important as a longer stay in the international setting was planned.

The relationship between choice to participate in the longer trip and other motivational and behavioral characteristics of these students, also appears in the questions asking for level of agreement to statements on acceptance of different ways of life, the reading of articles about international events, and a belief that international travel will facilitiate job searches in the future. As Table 4.A.20 indicates, more students strongly agreed with the statement as the category definition indicated a longer trip.

A similar increase in the proportion of strongly agree responses appeared for the reading of newspapers articles about international events. Of those going for less than one month, only 16% indicated strong agreement, but of those going for over a year, 41% selected that response, as Table 4.A.21 indicates.

This pattern is repeated when looking at responses to the statement that the international travel experience will help them to get a job in the future, as displayed in Table 4.A.22.

Summary

Students who participated in a program sponsored by a U.S. educational institution were more likely to be in the third-year post-high school with a liberal arts or foreign language major. Their trip, which was paid for primarily with the help of family and friends, was for one to three months and they were going with a group. Their major concern was language and they hoped to add a new dimension to their schooling. Family and friends influenced these individuals to seek the international study experience.

PROFILE OF THE STUDENT WHO PARTICIPATES IN PROGRAMS SPONSORED BY U.S. EDUCATIONAL INSTITUTIONS (IN PERCENTAGES)

Table 4.A.1
Year in School

High school	14
First-year post-h.s.	5
Second-year post-h.s.	17
Third-year post-h.s.	37
Fourth-year post-h.s.	13
Fifth-year post-h.s./Grad.	15

N = 1657

Table 4.A.2
Field of Study

Foreign Language	17
Other Liberal Arts	24
Social Science	12
Education	4
Engineering/Physical Science	6
Preprofessional	5
Professional	7
Business	11
Vocational	0
Graduate	3
Other	11

N = 1625

Table 4.A.3

	Parent's Second Language	Parent's International Residence	Respondent's Language
Yes	31	28	28
No	69	72	73
	N = 1672	N = 1665	N = 1667

Table 4.A.4
Length of Trip

Less than 1 month	6
1 - 3 months	41
3 - 6 months	25
6 - 12 months	24
More than 1 year	4

N = 1669

Table 4.A.5
Travelling Companions

Alone	22
With a few friends	22
With a group	57

N = 1642

Table 4.A.6
First Choice Financial Support

Scholarship/Grant	14
Loan	11
Personal savings	27
Family/Friend	47
Work while abroad	1
Other	1

N = 1649

Table 4.A.7
Major Concern

Housing	9
Food	2
Language	28
Adjustment to different way of life	19
Having sufficient money	25
Meeting people	10
Health	2
Political unrest	1
Homesickness	1
Other	2

N = 1595

Table 4.A.8
Major Influence

Influence family/friends	22
Contact with foreign students in h.s.	6
Contact with foreign students in college	4
Language course	18
Other academic course	10
Interest in intl. events	15
Career goals	18
Get away	1
Other	6

N = 1635

Table 4.A.9
Major Personal Goal

Add new dimension to schooling	48
Foreign language	22
Improve knowledge of country	12
Have fun	5
Meet people	3
Change ways I think of myself	4
Improve self-confidence	3
Gain independence	3
Other	2

N=1641

Table 4.A.10
Agreement with Attitudinal Questions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
Accepting of different ways of life	56	41	2	1	0	1647
Read newspapers about intl. events	24	43	16	16	3	1647
Expect intl. travel to assist with jobs	38	37	20	5	1	1649
Expect changes in relationships	19	34	23	19	5	1643

Table 4.A.11
Prior Travel Experiences

None	50
One	20
Two - three	19
Four +	11

N = 1622

Table 4.A.12
Length of Time and Field of Study

	For. Lang.	Other Lib. Arts	Soc. Sci.	Educ.	Engin./ Phys. Sci.	Pre-Prof.	Prof.	Bus.	Voc.	Grad.	Other	N=
1 Mo. or less	14	25	9	3	11	6	10	8	1	1	12	89
1 - 3 Months	12	23	10	4	8	6	11	12	0	3	13	659
3 - 6 Months	12	27	14	5	5	7	5	14	0	2	10	414
6 - 12 Months	32	25	13	2	4	4	3	6	0	3	7	393
1 Year +	18	21	11	4	7	2	4	12	0	14	9	57

Chi-Square = 107.32 with 40 degrees of freedom Significance = .0000

Table 4.A.13
Length of Time and Parent's International Residence

	Yes	No	N=
1 Mo. or less	29	71	92
1 - 3 Months	25	75	686
3 - 6 Months	27	73	414
6 - 12 Months	33	68	400
1 Year +	41	59	59

Chi-Square = 12.62 with 4 degrees of freedom Significance = .0133

Table 4.A.14
Length of Time and Parent's Language Fluency

	Yes	No	N=
1 Mo. or less	28	72	92
1 - 3 Months	27	73	688
3 - 6 Months	33	68	420
6 - 12 Months	33	67	399
1 Year +	48	53	59

Chi-Square = 14.04 with 4 degrees of freedom Significance = .0072

Table 4.A.15
Length of Time and Respondent Language Fluency

	Yes	No	N=
1 Mo. or less	14	86	92
1 - 3 Months	22	78	687
3 - 6 Months	24	76	418
6 - 12 Months	41	59	397
1 Year +	41	59	59

Chi-Square = 65.20 with 4 degrees of freedom Significance = .0000

Table 4.A.16
Length of Time and Means of Financial Support

	School/Grant	Loans	Personal Savings	Family/Friends	Overseas Work	Other	N=
1 Mo. or less	4	6	43	46	0	1	94
1 - 3 Months	12	9	33	45	1	1	674
3 - 6 Months	13	13	22	51	2	0	415
6 - 12 Months	20	12	17	49	1	0	397
1 Year +	14	18	28	35	4	2	57

Chi-Square = 83.48 with 20 degrees of freedom Significance = .0000

Table 4.A.17
Length of Time and Concerns

	Housing	Food	Lang.	Adj.	Money	People	Health	Polit.	Homesick	Other	N=
1 Mo or less	6	3	45	16	15	6	2	0	0	7	87
1 - 3 Months	8	2	28	20	23	11	2	1	1	2	657
3 - 6 Months	12	2	24	20	28	9	1	2	1	2	402
6 - 12 Months	8	1	29	18	26	10	2	2	2	2	385
1 Year +	11	0	30	13	28	9	0	4	2	2	53

Chi-Square = 54.45 with 36 degrees of freedom Significance = .0249

Table 4.A.18
Length of Time and Major Influences

	Family/ Friends	Contact in H.S. w/ For. Stu.	Contact in Coll. w/ For. Stu.	Language Courses	Other Acad.	Interest in Intl. Events	Career Goals	Get Away	Other	N=
1 Mo. or less	30	9	0	17	15	12	13	1	3	91
1 - 3 Months	23	7	3	17	12	16	17	0	5	669
3 - 6 Months	25	3	6	14	9	16	18	1	7	413
6 - 12 Months	17	7	6	25	5	15	18	1	7	393
1 Year +	19	9	3	16	2	16	26	0	10	58

Chi-Square = 69.66 with 32 degrees of freedom Significance = .0001

Table 4.A.19
Length of Time and Purpose of Trip

	School Dimen.	Improve Lang.	Knowledge Country	Have Fun	People	Change	Self-Confid.	Indep.	Other	N=
1 Mo. or less	45	16	16	13	4	2	1	1	2	95
1 - 3 Months	47	17	15	6	5	3	4	3	1	670
3 - 6 Months	53	21	8	5	2	4	3	4	1	412
6 - 12 Months	44	29	10	1	3	5	2	3	3	395
1 Year +	35	33	14	2	2	2	4	7	2	57

Chi-Square = 91.64 with 32 degrees of freedom Significance = .0000

Table 4.A.20
Length of Time and Acceptance of Different Ways of Life

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
1 Mo. or less	44	50	3	2	1	94
1 - 3 Months	52	44	3	1	0	673
3 - 6 Months	56	42	1	0	0	410
6 - 12 Months	62	35	2	1	0	398
1 Year +	73	24	3	0	0	59

Chi-Square = 36.95 with 16 degrees of freedom Significance = .0021

Table 4.A.21
Length of Time and Reading About International Events

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
1 Mo. or less	16	44	23	13	4	95
1 - 3 Months	22	44	17	15	3	672
3 - 6 Months	24	43	17	14	2	411
6 - 12 Months	25	42	11	19	3	397
1 Year +	41	31	16	12	0	58

Chi-Square = 30.25 with 16 degrees of freedom Significance = .06805

Table 4.A.22
Length of Time and Belief that Travel Will Improve Job Prospects

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
1 Mo. or less	18	34	32	15	1	94
1 - 3 Months	33	40	21	5	1	674
3 - 6 Months	38	35	22	5	1	414
6 - 12 Months	47	37	13	4	0	396
1 Year +	66	20	12	2	0	59

Chi-Square = 87.73 with 16 degrees of freedom Significance = .0000

Profile of a Student who Enrolls Directly in a Foreign University

Some U.S. students chose to enroll directly in a foreign university. There are several alternatives that a student interested in this option might select. They may participate in a program which the foreign university has set up specifically for students from other countries. For example, the University of Florence conducts courses designed for international students. It is also possible for the U.S. student to apply directly to the foreign institution and enroll as either a degree seeking or nondegree student.

About 298 respondents in our survey selected enrollment without the assistance of a U.S. educational institution as their first ranked choice. They were predominantly from the third- and fifth-year post-high school as Table 4.B.1 indicates. Again, only a small percentage chose to do this during their first-year post-high school. High school students, second- and fourth-year post-high school students selected this option in about equal numbers.

Foreign language majors at 17%, and other liberal arts majors at 24%, comprised the largest groups of fields of study for this type, as Table 4.B.2 attests. Social science majors and professional students constituted 11% and 12% respectively. Engineering students at 8% and business students at 7% represented other significant groups.

Responses to questions concerning parental international residence and language background along with respondent's language background are exhibited in Table 4.B.3. A fairly large number of their parents spoke a second language (38%) and had lived internationally for at least a year (40%). One-third of these students identified themselves as fluent in a second language through classroom training.

Over one-third (35%) of these individuals were planning a trip of six to twelve months as Table 4.B.4 shows. Slightly less than one-third (31%) were going for one to three months. Note the slight percentage opting for a less-than-one-month opportunity.

Table 4.B.5 indicates that the majority of the direct enrollers, or 56%, were embarking on this adventure by themselves with the balance almost equally divided between travelling with a few friends or with a group.

The first ranked choice for type of financial support by these students, was help from family and friends (50%). As Table 4.B.6 attests, 8% selected scholarships or grants, 12% loans, and 28% personal savings.

The most significant concern (first ranked choice) expressed by these people was language (23%). Other concerns expressed in large numbers, as displayed in Table 4.B.7, included having sufficient money (20%), adjustment to different ways of life (17%), housing (16%), and meeting people (14%).

The source of influence selected most often by these sojourners was family and friends (23%). Table 4.B.8, however, also verifies that language courses (18%), career goals (17%), and interest in international events (16%) were all important.

This category of students identified specific academic goals for their sojourn. Selections for their most important personal goal are exhibited in Table 4.B.9. Adding a new dimension to schooling at 39% and improving foreign language ability at 32% dominated their choices.

As Table 4.B.10 indicates, a large number of students directly enrolling in a foreign institution saw themselves as accepting of different ways of life. Almost a third regularly read articles about international events and 43% saw a link between their proposed travel experience and future job enhancement. Some 24% anticipated some change in their international relationships because of their sojourn.

About one-third (36%) had never travelled before (See Table 4.B.11), but 76% anticipated an international travel experience again in the next two years.

Three-Dimensional Cross Tabulations

We conducted additional analyses of the data and we report those which yielded findings which would not occur by chance using the chi-square statistic at the .05 level of probability.

When looking at the relationship between type of experience, length of experience and field of study, the predominance of foreign language and other liberal arts majors for all trip lengths was still evident, as Table 4.B.12 confirms. Foreign language majors were not as prominent in those travelling for one to three months (12%); engineering/physical science students (11%), professonal (12%), and business (10%) had about equal numbers. Professional students, in fact, at 17% constituted a significant proportion of the three to six month students and at 16% those going for over a year.

Summary

The direct enrollees were in their third- or fifth-year post-high school and were liberal arts majors. Their length of stay was either six to twelve months or one to three months and they were travelling alone. They financed their trip with the help of family or friends. Their concern with language was accompanied by a personal goal of improving their language ability. Parents and friends were the principal influence in their desire to study abroad.

PROFILE OF THE STUDENT WHO ENROLLS DIRECTLY IN A FOREIGN INSTITUTION (IN PERCENTAGES)

Table 4.B.1
Year in School

High school	15
First-year post-h.s.	4
Second-year post-h.s.	16
Third-year post-h.s.	28
Fourth-year post-h.s.	14
Fifth-year post-h.s./Grad.	24

N = 293

Table 4.B.2
Field of Study

Foreign Language	17
Other Liberal Arts	24
Social Science	11
Education	2
Engineering	8
Preprofessional	5
Professional	12
Business	7
Vocational	0
Graduate	5
Other	10

N = 293

Table 4.B.3

	Parent's Second Language	Parent's International Residence	Respondent's Language
Yes	38	40	33
No	62	60	67
	N = 294	N = 297	N = 292

Table 4.B.4
Length of Trip

Less than 1 month	3
1 - 3 months	31
3 - 6 months	17
6 - 12 months	35
More than 1 year	13

N = 298

Table 4.B.5
Travelling Companions

Alone	56
With a few friends	22
With a group	23

N = 293

Table 4.B.6
First Choice Financial Support

Scholarship/Grant	8
Loan	12
Personal savings	28
Family/Friend	50
Work while abroad	2
Other	0

N = 293

Table 4.B.7
Major Concern

Housing	16
Food	1
Language	23
Adjustment to different way of life	17
Having sufficient money	20
Meeting people	14
Health	0
Political unrest	1
Homesickness	3
Other	4

N = 278

Table 4.B.8
Major Influence

Influence family/friends	23
Contact with foreign students in h.s.	5
Contact with foreign students in college	3
Language course	18
Other academic course	11
Interest in intl. events	16
Career goals	17
Get away	0
Other	8

N = 291

Table 4.B.9
Major Personal Goal

Add new dimension to schooling	39
Foreign language	32
Improve knowledge of country	11
Have fun	5
Meet people	1
Change ways I think of myself	4
Improve self-confidence	3
Gain independence	3
Other	2

N = 293

Table 4.B.10
Agreement with Attitudinal Questions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
Accepting of different ways of life	64	32	3	1	0	292
Read newspapers about intl. events	32	46	8	12	2	293
Expect intl. travel to assist with jobs	43	35	18	2	2	293
Expect changes in relationships	24	34	21	17	5	293

Table 4.B.11
Prior Travel Experiences

None	36
One	19
Two - three	25
Four +	20

N = 291

Table 4.B.12
Length of Time and Field of Study

	For. Lang.	Other Lib. Arts	Soc. Sci.	Educ.	Engin./ Phys. Sci.	Pre-Prof.	Prof.	Bus.	Voc.	Grad.	Other	N=
1 Mo. or less	30	20	0	0	40	0	0	0	0	0	10	10
1 - 3 Months	12	26	4	3	11	9	12	10	0	7	7	92
3 - 6 Months	19	23	17	2	4	8	17	6	0	0	4	52
6 - 12 Months	20	26	12	0	7	2	8	6	0	7	14	102
1 Year +	19	14	19	3	0	3	16	3	0	5	19	37

Chi-Square = 60.59 with 36 degrees of freedom Significance = .0063

Profile of a Student Who Independently Studies

One of the outgrowths of changes in the American educational system in the late 1960s and early 1970s was the development of alternative forms of educational activities including independent study programs. Through such options, students create their own study agenda, usually with the guidance and assistance of the teaching faculty. Students use this domestically created alternative as well in the international setting. Those students who selected this option (approximately 385) as the first-choice descriptor of their intended international experience displayed a number of salient characteristics.

Not surprisingly, they were, as Table 4.C.1 shows, primarily in the second- to fifth-years post-high school with the largest number in the latter (27%). Because setting up an independent study program requires a sense of direction and, often, familiarity with a bureaucratic system, it is more likely that advanced students would engage in this type of activity.

These students came primarily from the liberal arts with 16% from the foreign languages and an additional 25% from other liberal arts fields. Table 4.C.2 displays their majors.

Language and international residence background of parents and respondents is presented in Table 4.C.3. There is obviously a great deal of similarity in these results, with all of the affirmative choices hovering just above one-third of the total number of students independently studying.

The largest proportion (35%) of individuals pursuing this alternative were planning on trips of one to three months. It is interesting to note, in examining Table 4.C.4, that 28% selected the six to twelve month option, a significant segment of students. Very few in this group of students selected the shortest time period.

These persons chose primarily to set out alone, as the 47% figure in Table 4.C.5 suggests. The smallest percentage (22%) went with a group.

The most interesting finding, when examining the primary source of financial support for those who independently study, is not in the majority choice, but rather that 12% indicated scholarship or grants as their first ranked choice. Table 4.C.6 exhibits the full range of respondents' answers to this question.

The concern selected most often by 26% of these travellers was having sufficient money. In Table 4.C.7 it is also evident that hesitations about language characterized an additional 22% of the group. Housing and adjustment to different ways of life were also identified by a significant number (14%) of this population.

Career goals were selected by 25% of the students as the major influencing factor in their pursuit of an international sojourn. (See Table 4.C.8) An additional 22% identified interest in international events as a prime motivator, with family and friends cited by 16% and language courses by 13%.

Consistent with their choice of type of experience, these students embraced educational objectives when describing their personal goals. An examination of Table 4.C.9 shows that 42% wanted to add a new dimension to their schooling, 22% to improve foreign language ability, and 16% to improve knowledge of country(ies).

As Table 4.C.10 indicates, these students saw themselves as accepting of different ways of life, regularly reading about international events, and expecting a relationship between their job success and their international travel. Interestingly, this group was more likely to expect disruptions in their personal relationships.

Three-fourths of them expected to travel again within the next two years. Thirty-two percent had had no prior travel experience. Table 4.C.11 exhibits their level of previous travel.

Three-Dimensional Analyses

This type of analysis yielded two sets of relationships significant at the .05 level of confidence using a chi-square test.

Responses of those students studying independently, when contrasted with length of proposed trip and whether or not their parents had had an international residence are presented in Table 4.C.12. The data suggests that as this group of students preferred longer experiences, there was evidence that more of their parents had lived internationally.

Students with greater confidence in their language capabilities who independently study, also favored the longer experiences as Table 4.C.13 attests. For example, while 28% of those going for one to three months were fluent in another language, 41% of those choosing the six to twelve month option and 53% of those going for over a year claimed language fluency.

Summary

The student who independently studies was generally in the fifth-year post-high school, with a liberal arts major and travelling for one to three months. Travelling alone, they supported themselves with personal savings, but were concerned about having enough money. Career goals stimulated their international travel interests and they hoped to complement their current academic program by independently studying abroad.

PROFILE OF THE STUDENT WHO STUDIES INDEPENDENTLY (IN PERCENTAGES)

Table 4.C.1
Year in School

High school	9
First-year post-h.s.	6
Second-year post-h.s.	17
Third-year post-h.s.	22
Fourth-year post-h.s.	18
Fifth-year post-h.s./Grad.	27

N = 381

Table 4.C.2
Field of Study

Foreign Language	16
Other Liberal Arts	25
Social Science	10
Education	4
Engineering	6
Preprofessional	6
Professional	5
Business	9
Vocational	1
Graduate	6
Other	12

N = 372

Table 4.C.3

	Parent's Second Language	Parent's International Residence	Respondent's Language
Yes	39	36	36
No	61	64	64
	N = 381	N = 380	N = 382

Table 4.C.4
Length of Trip

Less than 1 month	6
1 - 3 months	35
3 - 6 months	21
6 - 12 months	28
More than 1 year	11

N = 385

Table 4.C.5
Travelling Companions

Alone	47
With a few friends	31
With a group	22

N = 370

Table 4.C.6
First Choice Financial Support

Scholarship/Grant	12
Loan	8
Personal savings	46
Family/Friend	31
Work while abroad	2
Other	1

N = 379

Table 4.C.7
Major Concern

Housing	14
Food	3
Language	22
Adjustment to different way of life	14
Having sufficient money	26
Meeting people	11
Health	2
Political unrest	3
Homesickness	1
Other	4

N = 370

Table 4.C.8
Major Influence

Influence family/friends	16
Contact with foreign students in h.s.	2
Contact with foreign students in college	7
Language course	13
Other academic course	8
Interest in intl. events	22
Career goals	25
Get away	1
Other	5

N = 370

Table 4.C.9
Major Personal Goal

Add new dimension to schooling	42
Foreign language	22
Improve knowledge of country	16
Have fun	4
Meet people	3
Change ways I think of myself	3
Improve self-confidence	4
Gain independence	3
Other	3

N = 373

Table 4.C.10
Agreement with Attitudinal Questions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Accepting of different ways of life	61	35	2	2	0	373
Read newspapers about intl. events	34	44	12	8	3	374
Expect intl. travel to assist with jobs	43	32	20	5	1	375
Expect changes in relationships	27	28	23	18	4	372

Table 4.C.11
Prior Travel Experiences

None	32
One	23
Two - three	25
Four +	21

N = 370

Table 4.C.12
Length of Time and Parent's International Residence

	Yes	No	N=
1 Mo. or less	14	86	21
1 - 3 Months	38	62	133
3 - 6 Months	25	75	81
6 - 12 Months	42	58	103
1 Year +	50	50	40

Chi-Square = 13.82 with 4 degrees of freedom Significance = .0079

Table 4.C.13
Length of Time and Respondent's Language Fluency

	Yes	No	N=
1 Mo. or less	25	75	20
1 - 3 Months	28	72	134
3 - 6 Months	37	63	82
6 - 12 Months	41	59	104
1 Year +	53	48	40

Chi-Square = 11.19 with 4 degrees of freedom Significance = .0245

Profile of the Student Who Works for Pay

Another type of international experience a student can select is to work in the international setting and receive financial remuneration for those efforts. Approximately 3,000 students participate in the Council on International Educational Exchange's Work Abroad programs in Great Britain, France, Ireland, West Germany and New Zealand. Students work at a variety of jobs in these countries including resort work, restaurant, hotel and office work in cities, and agricultural work. For these jobs, which are usually unskilled, students are paid a wage which is sufficient to cover food, lodging and basic day-to-day expenses. A total of 229 respondents selected this as the first ranked option when asked to describe their proposed international trip. While CIEE is the largest organization responsible for the administration of programs enabling students to work abroad, other organizations (e.g. International Association for the Exchange of Students for Technical Experience [IAESTE], etc.) also enable students to work overseas.

That students were more likely to pursue this type of experience in the later college years is attested to by Table 4.D.1. Of the respondents who chose this option, 33% were in at least the fifth-year post-high school and 27% were in the fourth-year post-high school.

The interesting findings with respect to field of study is that the number of foreign language majors drops to 9%. And, as Table 4.D.2 displays, the other liberal arts increases to 29%. It is also noteworthy that 10% of these students are engineering or physical science majors.

Parents of these students spoke a second language in 37% of the cases and had lived abroad for at least one year 31% of the time. Table 4.D.3 also shows that 36% of the respondents judged themselves fluent in another language.

Very few of the students (only 4%) were travelling for more than a year. While Table 4.D.4 illustrates that a large number (43%) selected th one to three month trip, it also shows that 28% were going for a six to twelve month period.

Travel on their own was the choice of 62% of this group with only 7% going on a work abroad experience with a group (see Table 4.D.5). Naturally, they planned to support their trip in large numbers with the earnings from their job, as Table 4.D.6 verifies. However, the primary declared means of support for this group was personal savings with 43% selecting that option.

Given the indeterminate character of future earnings, these students were also understandably quite concerned about having enough money, with 34% ranking this as their major concern. Housing and meeting people were selected by 15% and 14%, respectively. Table 4.D.7 illustrates the full range of responses to that question.

Interest in international events was the principal response to the query concerning source of interest in international travel. Table 4.D.8 also confirms that career goals were the major factor for another 21% and again, the influence of family and friends was significant for 20% of them.

The personal goals of these paid workers included improving knowledge of the country(ies) they would visit (24%). But improving foreign language ability at 15%, and adding a new dimension to schooling at 17% were also substantive categories of choices. Having fun was also selected in 13% of the replies. These results are summarized in Table 4.D.9.

This group of students made a prominent declaration of their acceptance of different ways of life. They also read about international events in very high numbers. While they did expect a pay-off with respect to jobs in the future, they interestingly enough did not select that option in as great a proportion as students on some of the other types of programs. Nor did they expect as much effect on their interpersonal relationships as students selecting some of the other international travel options.

Only one-fourth had had no prior international travel, as is demonstrated in Table 4.D.11. And almost one-third had travelled two to three times. A majority (77%) expected to travel again within the next two years.

Three-Dimensional Analysis

When comparing the type of experience with length of experience and other variables, two factors resulted in significant findings. The first of these is the comparison with the concerns of the students which is exhibited in Table 4.D.12. The general pattern emerging here confirms the earlier description of concerns expressed by these students. Those going for the longer periods of time tended to have a greater proportion concerned about money (44% for three to six months and 47% for six to twelve months).

The other interesting association emerges when looking at the major source of influence. Table 4.D.13 indicates that an interest in international events was strongest for those pursuing the one-to-three-month and three-to-six-month options. For those going for six to twelve months, the source of influence was almost evenly spread among family/friends, career goals, and interest in international events.

Summary

The student who works for pay was more likely to be in at least their fifth-year post-high school and a liberal arts major. Embarking on this venture by themselves for a period of one to three months, their trip was financed primarily through savings. They were concerned with having enough money. Interest in international events stimulated their interest in international travel and they hoped to improve their knowledge of the countries to which they were travelling.

PROFILE OF THE STUDENT WHO WORKS FOR PAY
(IN PERCENTAGES)

Table 4.D.1
Year in School

High School	3
First-year post-h.s.	10
Second-year post-h.s.	12
Third-year post-h.s.	16
Fourth-year post-h.s.	27
Fifth-year post-h.s./Grad.	33

N = 223

Table 4.D.2
Field of Study

Foreign Language	9
Other Liberal Arts	29
Social Science	11
Education	4
Engineering/Physical Science	10
Preprofessional	4
Professional	9
Business	7
Vocational	1
Graduate	5
Other	11

N = 223

Table 4.D.3

	Parent's Second Language	Parent's International Residence	Respondent's Language
Yes	37	31	36
No	63	69	64
	N = 228	N = 229	N = 228

Table 4.D.4
Length of Trip

Less than 1 month	2
1 - 3 months	43
3 - 6 months	23
6 - 12 months	28
More than 1 year	4

N = 229

Table 4.D.5
Travelling Companions

Alone	62
With a few friends	31
With a group	7

N = 225

Table 4.D.6
First Choice Financial Support

Scholarship/Grant	2
Loan	2
Personal savings	43
Family/Friend	16
Work while abroad	36
Other	1

N = 228

Table 4.D.7
Major Concern

Housing	15
Food	3
Language	9
Adjustment to different way of life	8
Having sufficient money	34
Meeting people	14
Health	3
Political unrest	1
Homesickness	4
Other	8

N = 214

Table 4.D.8
Major Influence

Influence family/friends	20
Contact with foreign students in h.s.	1
Contact with foreign students in college	6
Language course	11
Other academic course	3
Interest in intl. events	24
Career goals	21
Get away	2
Other	12

N = 220

Table 4.D.9
Major Personal Goal

Add new dimension to schooling	17
Foreign language	15
Improve knowledge of country	24
Have fun	13
Meet people	6
Change ways I think of myself	5
Improve self-confidence	5
Gain independence	9
Other	6

N = 214

Table 4.D.10
Agreement with Attitudinal Questions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
Accepting of different ways of life	76	23	1	0	0	226
Read newspapers about intl. events	36	45	9	10	0	226
Expect intl. travel to assist with jobs	39	39	18	4	1	226
Expect changes in relationships	19	32	22	21	6	224

Table 4.D.11
Prior Travel Experiences

None	25
One	23
Two - three	32
Four +	19

N = 222

Table 4.D.12
Length of Time and Concerns

	Housing	Food	Lang.	Adj.	Money	People	Health	Polit.	Homesick	Other	N=
1 Mo. or less	20	0	40	0	0	0	20	0	0	20	5
1 - 3 Months	16	4	12	8	22	16	4	0	7	11	92
3 - 6 Months	16	2	6	2	44	14	4	0	4	8	50
6 - 12 Months	14	2	5	14	47	14	0	2	0	3	58
1 Year +	0	11	11	22	33	0	0	11	0	11	9

Chi-Square = 57.66 with 36 degrees of freedom Significance = .0124

Table 4.D.13
Length of Time and Major Influences

	Family/ Friends	Contact in H.S. w/ For. Stu.	Contact in Coll. w/ For. Stu.	Language Courses	Other Acad.	Interest in Intl. Events	Career Goals	Get Away	Other	N=
1 Mo. or less	0	20	0	60	0	0	20	0	0	5
1 - 3 Months	17	0	5	10	3	28	22	2	13	93
3 - 6 Months	22	2	12	10	4	26	16	2	8	51
6 - 12 Months	25	0	3	8	3	20	23	2	16	61
1 Year +	20	0	0	20	0	20	30	0	10	10

Chi-Square = 48.08 with 32 degrees of freedom Significance = .0338

Profile of a Student Who Does Voluntary Work

Some students who choose to work while in the international setting do so on a voluntary or unpaid internship basis. Examples of this type of activity are the international service projects set up to aid in community development. Participants usually receive room and board, but no salary. Most workcamps, as they are called in Europe, bring together youth from all over the world who work on manual labor projects lasting anywhere from two weeks to several months. Other voluntary service programs place individuals in a variety of types of service projects. A new publication, *Volunteer!*, published by CIEE and CVSA, describes both international and domestic volunteer work opportunities. Other students undertake unpaid internships, often in career-related assignments with organizations or firms in other countries. The number of students in our survey selecting this option[1] as their first-choice description of what they would be doing while abroad was 80.

When looking at their year in school, as Table 4.E.1 does, we can see that 34% of them were at least fifth-year post-high school students. And, again, the first-year post-high school status was the least represented.

The fields of study of these travelers are illustrated in Table 4.E.2. The largest proportion came from the professions, with 17% choosing this option, while 16% were from the liberal arts. Social sciences with 12%, foreign language and business both with 9%, were the other major areas of study.

The responses to the background questions are displayed in Table 4.E.3. Note that 41% of these students indicated that at least one of their parents spoke a second language and that 39% of the parents had lived internationally. Of the respondents, 35% judged themselves fluent in a second language because of formal study.

One result of note, with respect to length of proposed trip, is the large number (60%) of the workers who selected the one to three month period of time; for three to six months the figure was 15% while 16% were going for six to twelve months. Table 4.E.4 displays these results.

While a significant number of individuals (40%) were travelling alone, 28% were going with a few friends and 33% with a group as Table 4.E.5 confirms.

A majority (51%) financed their sojourn through personal savings. With help from family and friends, at 31%, this comprises the bulk of this group's responses as Table 4.E.6 indicates.

Despite the concern expressed by these travellers about having sufficient money (28%), a large number (19%) cited housing as an issue. Table 4.E.7 illustrates their responses to this question.

When asked to select the most important reason for their interest in international travel, the volunteer workers chose interest in international events 23% of the time. As shown in the results in Table 4.E.8, the influence of family and friends was, at 21%, of almost equal significance.

Adding a new dimension to schooling was identified as the major personal goal by 37% of the respondents. A further 20% expressed a desire to improve their knowledge of the country(ies) they would visit, and 16% wanted to improve their foreign language ability. The summary of responses is presented in Table 4.E.9.

A large number of these students (58%) saw themselves as being accepting of differernt ways of life, as Table 4.E.10 shows. Only a small percentage indicated reading regularly about news concerning international events. These students did anticipate a pay-off from their international work experience to their career development. A small percentage (18%) anticipated changes in their personal relationships as a result of the time spent in the international arena.

Table 4.E.11 summarizes the responses for prior travel experience. The majority (75%) expected to travel again within the next two years, while only 30% had never travelled internationally before.

1. The question design linking voluntary service and unpaid internships has been recast in subsequent questionnaires; the new design provides one option for voluntary service and one option for paid work and internships.

Summary

Students who did voluntary work in the international setting were usually in the fifth-year post-high school and in a professional program. They overwhelmingly choose the one to three month period for their trip, usually go alone and pay for the trip out of personal savings. They are concerned about having sufficient money. Interest in international events encouraged this international adventure and they hope that it would add another dimension to their education.

PROFILE OF THE STUDENT WHO DOES VOLUNTARY WORK (IN PERCENTAGES)

Table 4.E.1
Year in School

High School	13
First-year post-h.s.	3
Second-year post-h.s.	15
Third-year post-h.s.	18
Fourth-year post-h.s.	19
Fifth-year post-h.s./Grad.	34

N = 80

Table 4.E.2
Field of Study

Foreign Language	9
Other Liberal Arts	16
Social Science	12
Education	7
Engineering/Physical Science	5
Preprofessional	7
Professional	17
Business	9
Vocational	1
Graduate	8
Other	9

N = 76

Table 4.E.3

	Parent's Second Language	Parent's International Residence	Respondent's Language
Yes	41	39	35
No	60	61	65
	N = 79	N = 80	N = 79

Table 4.E.4
Length of Trip

Less than 1 month	4
1 - 3 months	60
3 - 6 months	15
6 - 12 months	16
More than 1 year	5

N = 80

Table 4.E.5
Travelling Companions

Alone	40
With a few friends	28
With a group	33

N = 80

Table 4.E.6
First Choice Financial Support

Scholarship/Grant	5
Loan	9
Personal savings	51
Family/Friend	31
Work while abroad	1
Other	3

N = 80

Table 4.E.7
Major Concern

Housing	19
Food	3
Language	18
Adjustment to different way of life	14
Having sufficient money	28
Meeting people	11
Health	0
Political unrest	0
Homesickness	0
Other	7

N = 72

Table 4.E.8
Major Influence

Influence family/friends	21
Contact with foreign students in h.s.	4
Contact with foreign students in college	3
Language course	17
Other academic course	1
Interest in intl. events	23
Career goals	14
Get away	0
Other	17

N = 77

Table 4.E.9
Major Personal Goal

Add new dimension to schooling	37
Foreign language	16
Improve knowledge of country	20
Have fun	8
Meet people	5
Change ways I think of myself	3
Improve self-confidence	0
Gain independence	4
Other	7

N = 75

Table 4.E.10
Agreement with Attitudinal Questions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N =
Accepting of different ways of life	58	41	1	0	0	78
Read newspapers about intl. events	23	53	9	13	3	79
Expect intl. travel to assist with jobs	41	34	19	6	0	79
Expect changes in relationships	18	30	22	27	4	79

Table 4.E.11
Prior Travel Experiences

None	30
One	27
Two - three	27
Four +	17

N = 79

Profile of a Student who Visits/Lives with Family/Friends

Students often go to the international setting to visit family members or friends who already reside there. Perhaps their parents work for the U.S. military or government or one of the many U.S. and international businesses overseas. Many U.S. students have, in recent years, embarked on trips to re-acquaint themselves with the families and countries of their parents' origins. Some 526 students in this study selected this option as the description of the primary activity of their proposed trip.

Interestingly, 30% of these students were in high school as Table 4.F.1 attests. The fifth-year post-high school level, with 23%, was also a fairly large group.

Table 4.F.2 illustrates these students' answers to the question on field of study. While other liberal arts, at 17%, was the largest group, engineering students form 16% of the total and business students 14%.

Because these students were visiting family or friends already overseas, their responses to the parental background questions indicated a high number of parents speaking a second language (46%) and having had an international residence (45%). Table 4.F.3 also indicates that 41% of the respondents answered affirmatively about their language fluency.

These students overwhelmingly chose the one-to-three-month trip, with 62% in that category. As Table 4.F.4 attests, the trend toward the short trip is confirmed by an additional 22% who planned on a trip of less than one month.

Table 4.F.5 shows that 70% of the students were travelling with a few other people and an additional 21% were going alone.

Their trips are primarily financed through personal savings (60%) and the resources of family and friends (33%). Table 4.F.6 summarizes the other responses, all of which are negligible.

These visitors were concerned about having sufficient money (30%) and language (21%). The other categories of concern, which are displayed in Table 4.F.7, included meeting people (15%), housing (12%), and adjustment to different ways of life (11%).

Also consistent with what they intended to do on their trips, 48% of these individuals cited the influence of family and friends for their interest. None of the other response choices even approached this figure, as Table 4.F.8 substantiates. When contact with foreign students in high school and college is combined, the 18% total represents a substantial source of influence, however.

The personal goal selected most often (26%) by the visitors was to have fun. Improving knowledge of country(ies) had the next highest proportion of choices with 21%. Table 4.F.9 shows the percentage of responses to the other goal choices.

These students saw themselves as accepting of different ways of life, but to a lesser degree than those pursuing most of the other options. They did read articles about international events, but again, not in as great a number as those directly enrolling in a foreign institution, independently studying, or working for pay. They expected less of a consequence for jobs than the other types of travelling student, and they anticipated changes in interpersonal relationships in greater number than those on U.S.- sponsored programs, independently studying, or either of the work experience alternatives.

Perhaps because they had family or friends living abroad, 77% of these students expected to travel again within the next two years, the highest response rate for any type of student. Yet, as Table 4.F.11 demonstrates, a fairly large proportion, or 36%, had never travelled before. At the other end of the spectrum, however, 21% had travelled abroad four or more times, again the largest percentage of any type of students to select this option.

Three-Dimensional Analysis

Again, we juxtaposed the type of experience with the length of experience and other variables to assess any significant relationships.

Table 4.F.12 presents some rather interesting findings related to parental language fluency. As a proportion within each time frame of proposed trip, more parents spoke a second language for those students choosing the shorter trip. This may be because these students were simply visiting parents who were living in the foreign setting and thus spoke a second language.

The concern about money is evident for these students regardless of the length of time they were planning on staying. But, as shown by Table 4.F.13, those going for the short (less than one month and one to three months) periods also expressed a significant concern about language (22% and 25%, respectively). And over one-fourth (26%) of those planning a six-to-twelve-month trip expressed concern about housing.

Table 4.F.14 also sheds new light on the personal goals of these students. While having fun remained the most selected personal goal for those going for less than one month, one to three months and over a year, those going for three to six and six to twelve months most often (32% and 26%) selected adding a new dimension to schooling. Improving knowledge of the foreign country was selected by 22% of the one-to-three-month group.

Summary

The student who travels internationally for purposes of visiting or living with family and friends was usually a high school student or a fifth-year post-high school student. Their field of study was liberal arts or engineering. They were going abroad for one-to-three months and were travelling with a few friends. They paid for their trip with personal savings and were concerned with having sufficient money. Family and friends served to influence them overwhelmingly in the decision to travel and they wanted to have fun.

PROFILE OF THE STUDENT WHO VISITS/LIVES WITH FAMILY/FRIENDS (IN PERCENTAGES)

Table 4.F.1
Year in School

High School	30
First-year post-h.s.	8
Second-year post-h.s.	12
Third-year post-h.s.	12
Fourth-year post-h.s.	14
Fifth-year post-h.s./Grad.	23

N = 512

Table 4.F.2
Field of Study

Foreign Language	8
Other Liberal Arts	17
Social Science	7
Education	6
Engineering	16
Preprofessional	7
Professional	9
Business	14
Vocational	1
Graduate	5
Other	12

N = 506

Table 4.F.3

	Parent's Second Language	Parent's International Residence	Respondent's Language
Yes	46	45	41
No	54	55	59
	N = 526	N = 517	N = 520

Table 4.F.4
Length of Trip

Less than 1 month	22
1 - 3 months	62
3 - 6 months	7
6 - 12 months	8
More than 1 year	2

N = 521

Table 4.F.5
Travelling Companions

Alone	21
With a few friends	70
With a group	9

N = 509

Table 4.F.6
First Choice Financial Support

Scholarship/Grant	2
Loan	4
Personal savings	60
Family/Friend	33
Work while abroad	2
Other	0

N = 520

Table 4.F.7
Major Concern

Housing	12
Food	2
Language	21
Adjustment to different way of life	11
Having sufficient money	30
Meeting people	15
Health	3
Political unrest	1
Homesickness	3
Other	3

N = 486

Table 4.F.8
Major Influence

Influence family/friends	48
Contact with foreign students in h.s.	8
Contact with foreign students in college	10
Language course	6
Other academic course	2
Interest in intl. events	11
Career goals	5
Get away	3
Other	8

N = 514

Table 4.F.9
Major Personal Goal

Add new dimension to schooling	16
Foreign language	15
Improve knowledge of country	21
Have fun	26
Meet people	10
Change ways I think of myself	3
Improve self-confidence	2
Gain independence	3
Other	4

N=505

Table 4.F.10
Agreement with Attitudinal Questions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
Accepting of different ways of life	57	37	5	1	1	510
Read newspapers about intl. events	29	45	13	12	1	515
Expect intl. travel to assist with jobs	29	34	28	8	2	514
Expect changes in relationships	22	33	23	18	4	514

Table 4.F.11
Prior Travel Experiences

None	36
One	19
Two - three	24
Four +	21

N = 507

Table 4.F.12
Length of Time and Parent's Language Fluency

	Yes	No	N=
1 Mo. or less	50	50	113
1 - 3 Months	49	51	321
3 - 6 Months	29	71	38
6 - 12 Months	33	68	40
1 Year +	25	75	8

Chi-Square = 11.01 with 4 degrees of freedom Significance = .0265

Table 4.F.13
Length of Time and Concerns

	Housing	Food	Lang.	Adj.	Money	People	Health	Polit.	Homesick	Other	N=
1 Mo. or less	13	2	22	10	30	15	1	0	6	2	103
1 - 3 Months	11	2	25	9	30	10	3	1	0	2	296
3 - 6 Months	26	0	11	9	31	9	3	3	6	3	35
6 - 12 Months	11	0	8	16	37	11	3	3	5	8	38
1 Year +	0	0	0	38	25	13	0	0	13	13	8

Chi-Square = 55.13 with 36 degrees of freedom Significance = .0216

Table 4.F.14
Length of Time and Purpose of Trip

	School Dimen.	Improve Lang.	Knowledge Country	Have Fun	Meet People	Change	Self-Confid.	Indep.	Other	N=
1 Mo. or less	12	11	22	39	7	3	1	0	6	108
1 - 3 Months	14	18	22	24	12	2	3	3	3	312
3 - 6 Months	32	6	21	24	6	0	6	3	3	34
6 - 12 Months	26	18	16	5	13	11	0	8	3	38
1 Year +	14	0	0	43	0	14	0	29	0	7

Chi-Square = 76.57 with 32 degrees of freedom Significance = .0000

Profile of a Student who Travels with Family/Friends

The travelling student is certainly one of the more salient images of students venturing into other lands—backpacks, hitchhiking or other economical means of transportation, bread and cheese, all are part of that image. Whether or not the students in our study fit that particular aspect of the picture of the travelling student, a significant number, 1,019, did select travelling with family and friends as their first ranked choice to describe their intended trip.

The largest number of these students were in the fifth-year post-high school (28%). Table 4.G.1 substantiates the trend established with the other profiles, of a minimal number drawn from the first-year post-high school class. A total of 25% were from the fourth-year post-high school and 20% were high school students.

The major represented at the highest level among the travelling students was business, with 18%. Other liberal arts registered at 17%, engineering/physical sciences at 13%, and professional at 16%. Table 4.G.2 illustrates these figures.

Table 4.G.3 presents the parental background and language figures. These respondents assessed their own language fluency at a lower level than the other groups we have examined. Ony 21% of the respondents answered affirmatively to the question on language fluency. As to their parents, 35% spoke a second language and 32% had lived at least a year in another country.

These students certainly confirmed notions of the travelling student using their summer break for their adventures. As Table 4.G.4 indicates, 61% of this group selected a one-to-three-month trip and another 31% went for less than a month.

Their responses also fit in with a picture of several friends setting off together, with 81% indicating that they were going with a few friends. Table 4.G.5 summarizes all of the data for this question.

They paid for their travel primarily through personal savings as Table 4.G.6 attests. The 58% in that category, coupled with the 36% who identified family/friends as the primary source of financial support, comprised the bulk of responses to that query.

Despite the relatively short length of these trips, these students were still quite concerned about money, as the 29% figure in Table 4.G.7 affirms. Another 21% selected housing as their primary concern and 20% pinpointed anxiety about language.

Half of the travellers pointed to the influence of family and friends in encouraging their interest in international travel. The only other category receiving a substantive number of responses, as Table 4.G.8 shows, was interest in international events with 19%.

These students wanted to have fun—or at least 38% of them selected this as their most important personal goal. However, an additional 28% singled out improving their knowledge of country(ies), and 15% chose adding a new dimension to schooling. Table 4.G.9 presents the summary of responses to that question.

While a substantial number of these students said that they were accepting of different ways of life, the percentage here is the smallest of any of the groups. They also strongly agreed with the statement indicating regular reading about international events at the 25% level, which is among the lowest figures. A smaller proportion (16%) of these students anticipated a strong relationship between their experience and future jobs and again a small percentage (14%) believed that their personal relationships would be affected.

Those expecting to travel again within the next two years comprised 64% of the total. A relatively large number of them (47%) had not travelled before. Table 4.G.11 lays out their prior travel experiences.

Three-Dimensional Analysis

The cross-tabulation of type and length of experience with the other questions produced a number of associations significant at at least the .05 level.

Table 4.G.12 demonstrates the relationship between type, length, and field of study. For those students who were travelling with family or friends certain trends appear, such as the large proportion of professional (18%) and business (17%) students among those going for one month. This was true as well for those going for one to three months. When the length of the trip increased to longer than three months, other fields of study begin to be represented in greater number.

Parent's international residence seemed to be associated with both length and type. While about 30% of those students travelling for less than three months have lived in another country for at least a year, around half of those going for over three months indicated that their parents had had an international domicile. Table 4.G.13 displays these results.

These students indicated a goal of having fun. Table 4.G.14 clarifies this goal: for those students going for less than a month, improving knowledge of the foreign country had a slightly higher proportion (36%) than having fun (33%). Having fun dominated for those travelling for one to three months (43%) and three to six months (31%).

Summary

The student who travels with family or friends was usually in the fourth- or fifth-year post-high school. They were business or liberal arts students. Travelling with a group of friends for one to three months, they intended to pay for the trip out of personal savings. Their major concern was having enough money; their interest in international travel had been stimulated by the influence of both family and friends. Having fun was their principal objective for the trip.

PROFILE OF THE STUDENT WHO TRAVELS WITH FAMILY/FRIENDS (IN PERCENTAGES)

Table 4.G.1
Year in School

High School	20
First-year post-h.s.	5
Second-year post-h.s.	9
Third-year post-h.s.	12
Fourth-year post-h.s.	25
Fifth-year post-h.s./Grad.	28

N = 993

Table 4.G.2
Field of Study

Foreign Language	4
Other Liberal Arts	17
Social Science	8
Education	5
Engineering	13
Preprofessional	4
Professional	16
Business	18
Vocational	0
Graduate	5
Other	9

N = 968

Table 4.G.3

	Parent's Second Language	Parent's International Residence	Respondent's Language
Yes	35	32	21
No	65	68	79
	N = 1019	N = 1017	N = 1016

Table 4.G.4
Length of Trip

Less than 1 month	31
1 - 3 months	61
3 - 6 months	5
6 - 12 months	3
More than 1 year	0

N = 1018

Table 4.G.5
Travelling Companions

Alone	6
With a few friends	81
With a group	14

N = 993

Table 4.G.6
First Choice Financial Support

Scholarship/Grant	1
Loan	4
Personal savings	58
Family/Friend	36
Work while abroad	1
Other	1

N = 1007

Table 4.G.7
Major Concern

Housing	21
Food	3
Language	20
Adjustment to different way of life	7
Having sufficient money	29
Meeting people	14
Health	2
Political unrest	1
Homesickness	1
Other	2

N = 952

Table 4.G.8
Major Influence

Influence family/friends	50
Contact with foreign students in h.s.	3
Contact with foreign students in college	2
Language course	5
Other academic course	4
Interest in intl. events	19
Career goals	4
Get away	4
Other	9

N = 984

Table 4.G.9
Major Personal Goal

Add new dimension to schooling	15
Foreign language	5
Improve knowledge of country	28
Have fun	38
Meet people	5
Change ways I think of myself	4
Improve self-confidence	2
Gain independence	3
Other	1

N=995

Table 4.G.10
Agreement with Attitudinal Questions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
Accepting of different ways of life	51	44	5	1	0	998
Read newspapers about intl. events	25	43	15	16	2	994
Expect intl. travel to assist with jobs	16	31	34	15	4	999
Expect changes in relationships	14	29	28	21	8	995

Table 4.G.11
Prior Travel Experiences

None	46
One	24
Two - three	19
Four +	11

N=983

Table 4.G.12
Length of Time and Field of Study

	For. Lang.	Other Lib. Arts	Soc. Sci.	Educ.	Engin./ Phys. Sci.	Pre-Prof.	Prof.	Bus.	Voc.	Grad.	Other	N=
1 Mo. or less	23	14	8	3	14	5	18	17	0	6	11	298
1 - 3 Months	3	18	8	6	12	5	17	20	0	4	7	592
3 - 6 Months	10	27	8	4	13	2	13	8	0	4	10	48
6 - 12 Months	25	17	13	8	8	0	0	25	0	4	0	24
1 Year +	0	0	0	0	0	0	0	0	0	0	100	1

Chi-Square = 75.69 with 40 degrees of freedom Significance = .0006

Table 4.G.13
Length of Time and Parent's International Residence

	Yes	No	N=
1 Mo. or less	32	68	317
1 - 3 Months	30	70	618
3 - 6 Months	49	51	51
6 - 12 Months	52	48	25
1 Year +	0	100	1

Chi-Square = 13.07 with 4 degrees of freedom Significance = .0110

Table 4.G.14
Length of Time and Purpose of Trip

	School Dimen.	Improve Lang.	Knowledge Country	Have Fun	Meet People	Change	Self-Confid.	Indep.	Other	N=
1 Mo. or less	16	6	36	33	4	2	1	2	1	302
1 - 3 Months	14	3	25	43	6	4	2	3	1	613
3 - 6 Months	14	12	18	31	6	8	4	4	2	49
6 - 12 Months	16	20	12	12	4	28	4	4	0	25
1 Year +	0	0	100	0	0	0	0	0	0	1

Chi-Square = 97.76 with 32 degrees of freedom Significance = .0000

Profile of the Student who Travels Educationally

There are available now to students a plethora of study-travel opportunities. These expeditions often are organized by both divisions of educational institutions (continuing education) and organizations in the private sector. The trips are described as including an educational component, e.g. seminars or lectures conducted within the country. In addition, students might select this option if they personally have planned a trip that involves pursuing some specific kind of educational activity, usually informal in nature. We felt it was important to allow students who were not pursuing a formal educational opportunity, but were anticipating a strong educational tone to their international travel, to be able to choose a description of that experience which was consonant with their proposed activities.

There were 1,239 students in the study who selected educational travel as their first choice description of the intended international experience.

Table 4.H.1 revelas that 22% of those selecting this option were high school students. A further 20% were third- or fourth-year post-high school students. Once again, those in the first-year post-high school constituted the smallest group with only 6%.

Educational travellers indicated that 21% were majoring in other liberal arts. The Table summarizing these results, 4.H.2, shows that 14% were business, 11% foreign language and 10% engineering/physical science majors.

Parental international residence and language fluency was about one-third for this group, as Table 4.H.3 demonstrates. A total of 26% of the respondents called themselves fluent in a second language as a result of formal training.

The length of the planned trips was overwhelmingly of one-to-three-months duration. Table 4.H.4 summarizes the profile of the length of travel. Travellers were going alone, with a few friends and with a group in about equal numbers as the figures in Table 4.H.5 demonstrate.

Personal savings was, for 50% of these individuals, the primary source of financing of the trip, and Table 4.H.6 confirms that another 35% of them relied on the support of family and friends.

Concerns for the trip again centered around having enough money with 26% selecting this option. Language concerns were substantial, with 23% choosing this alternative. Housing and meeting people both garnered the votes of 14% of these students. These results are presented in Table 4.H.7.

The major influence, for 23% of the sample of educational travellers, was an interest in international events. Table 4.H.8 reveals that 21% cited the influence of family and friends and 14% claimed that the influence of both language courses and career goals was decisive.

Consistent with their choice of a type of activity, these students selected mainly educational objectives as their personal goals. Table 4.H.9 indicates that 31% wanted to add a new dimension to their schooling. To improve their knowledge of the country(ies) they intended to visit was chosen by 25%, 14% desired improvement in foreign language ability and a further 11% wanted to have fun.

In Table 4.H.10, the percentage of the group expressing its acceptance of different ways of life (54%) was one of the smallest of any type of student traveller. The same description applies to their level of regular reading of news on international events. A total of 29% saw a relationship between their future jobs and their travel and, 18% saw the potential for changes in their interpersonal relationships. Some 68% intend to travel again in the next two years. Their prior travel experiences are summarized in Table 4.H.11. Note that a large number of these students had no prior international travel and that a small number had had four or more such experiences.

Three-Dimensional Analysis

Using both type and length of experience in a comparison with other factors, the nuances in some of the relationships are revealed. Table 4.H.12, for example, clarifies the relevance of field of study for this group. Note that 21% of those travelling for less than one month were business students as were 17% of those going for one to three months. In the one-to-three-month time frame, 12% were engineering or physical science students. The proportion of business students dropped to 11% when the time frame was three to six months and dropped still further for the six-to-twelve-month period. But it rose again for those going for more than one year. In the three-to-six- and six-to-twelve-month time frames other liberal arts students dominated with 28% and 29%, respectively. And for those who chose the six-to-twelve-month alternative, foreign language majors comprised 22% of the total.

The dependence on personal savings or on family and friends as a source of financial support was still evident when we broke down the proposed trips into various lengths. But as the trip got longer, reliance on other means of support also became evident, as Table 4.H.13 illustrates.

Personal goals for the educational traveller were illuminated by looking at some changes with respect to the length of the proposed trip. Table 4.H.14 presents these results. The largest proportion of have fun responses came from that group which was travelling for a period of less than one month. Those going for a longer amount of time had the largest percentages of students selecting adding a new dimension to their schooling as the most applicable option.

Summary

The student who travels for educational purposes was in high school or the third- or fourth-year post-high school and majoring in liberal arts. About equal numbers were travelling alone, with a few friends or in a group, but the majority were going for a period of one to three months. Personal savings was the primary source of their funding for the trip. While concerned with having sufficient money, they also expressed concern about language. The choice of type of experience was reflected in their goals of adding a new dimension to their schooling and improving their knowledge of the country(ies) visited. Interest in international events and the influence of family or friends motivated them to plan for an international journey.

PROFILE OF THE STUDENT WHO TRAVELS EDUCATIONALLY (IN PERCENTAGES)

Table 4.H.1
Year in School

High School	22
First-year post-h.s.	6
Second-year post-h.s.	15
Third-year post-h.s.	20
Fourth-year post-h.s.	20
Fifth-year post-h.s./Grad.	18

N = 1221

Table 4.H.2
Field of Study

Foreign Language	11
Other Liberal Arts	21
Social Science	8
Education	5
Engineering	10
Preprofessional	5
Professional	9
Business	14
Vocational	1
Graduate	4
Other	12

N = 1205

Table 4.H.3

	Parent's Second Language	Parent's International Residence	Respondent's Language
Yes	33	31	26
No	67	69	74
	N = 1238	N = 1231	N = 1238

Table 4.H.4
Length of Trip

Less than 1 month	15
1 - 3 months	52
3 - 6 months	17
6 - 12 months	14
More than 1 year	2

N = 1239

Table 4.H.5
Travelling Companions

Alone	31
With a few friends	34
With a group	35

N = 1239

Table 4.H.6
First Choice Financial Support

Scholarship/Grant	5
Loan	5
Personal savings	50
Family/Friend	35
Work while abroad	3
Other	1

N = 1227

Table 4.H.7
Major Concern

Housing	14
Food	2
Language	23
Adjustment to different way of life	14
Having sufficient money	26
Meeting people	12
Health	3
Political unrest	2
Homesickness	1
Other	3

N = 1199

Table 4.H.8
Major Influence

Influence family/friends	21
Contact with foreign students in h.s.	6
Contact with foreign students in college	5
Language course	14
Other academic course	7
Interest in intl. events	23
Career goals	14
Get away	2
Other	8

N = 1214

Table 4.H.9
Major Personal Goal

Add new dimension to schooling	31
Foreign language	14
Improve knowledge of country	25
Have fun	11
Meet people	6
Change ways I think of myself	4
Improve self-confidence	3
Gain independence	5
Other	1

N=1225

Table 4.H.10
Agreement with Attitudinal Questions

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
Accepting of different ways of life	54	42	4	1	0	1230
Read newspapers about intl. events	24	46	15	14	2	1227
Expect intl. travel to assist with jobs	29	39	23	7	2	1232
Expect changes in relationships	18	31	26	18	7	1228

Table 4.H.11
Prior Travel Experiences

None	47
One	21
Two - three	21
Four +	11

N = 1210

Table 4.H.12
Length of Time and Field of Study

	For. Lang.	Other Lib. Arts	Soc. Sci.	Educ.	Engin./ Phys. Sci.	Pre-Prof.	Prof.	Bus.	Voc.	Grad.	Other	N=
1 Mo. or less	9	15	7	7	8	4	13	21	2	2	13	176
1 - 3 Months	10	18	8	5	12	6	10	17	1	4	11	627
3 - 6 Months	7	28	10	6	9	6	3	10	1	5	16	212
6 - 12 Months	21	29	11	3	6	4	7	3	1	5	9	159
1 Year +	24	20	8	12	4	0	0	16	0	8	8	25

Chi-Square = 107.90 with 40 degrees of freedom Significance = .0000

Table 4.H.13
Length of Time and Means of Financial Support

	School/Grant	Loans	Personal Savings	Family/Friends	Overseas Work	Other	N=
1 Mo. or less	1	3	55	39	1	1	180
1 - 3 Months	3	5	50	38	2	1	637
3 - 6 Months	6	9	49	30	6	1	212
6 - 12 Months	15	5	46	29	4	1	167
1 Year +	20	4	44	20	12	0	25

Chi-Square = 87.01 with 20 degrees of freedom Significance = .0000

Table 4.H.14
Length of Time and Purpose of Trip

	School Dimen.	Improve Lang.	Knowledge Country	Have Fun	Meet People	Change	Self-Confid.	Indep.	Other	N=
1 Mo. or less	30	13	29	17	6	2	2	2	0	181
1 - 3 Months	29	13	29	13	5	3	3	3	1	639
3 - 6 Months	39	11	18	5	5	6	7	8	2	210
6 - 12 Months	33	21	18	5	6	7	1	8	2	164
1 Year +	32	12	24	8	4	8	12	0	0	25

Chi-Square = 92.88 with 32 degrees of freedom Significance = .0000

Naturally, the comparisons between the students who chose the various types of international experiences are of interest. What, if anything, distinguishes students who select alternative ways to engage in intercultural contact? What are the varying characteristics of their international experiences? In this chapter we begin to answer these questions.

Tabel 5.1 summarizes the breakdown of our respondents' year in school by first ranked description of their intended international experience. The third-year post-high school was the drawing ground for students interested in U.S. educational institution sponsored programs and direct enrollment in a foreign institution. Given that 22% of the overall sample were third-year post-high school students, both the 37% and the 28% figures are significant. Those who independently study, work for pay or voluntarily, and travel with family/friends came primarily from the fifth-year post-high school. The percentage of the whole that was in the fifth year post-high school is 21%, again rendering the figures for these types of experience significant. Those who intended to visit or live with family or friends came predominantly from high school students.

In the overall sample, 21% of the students indicated majoring in other liberal arts. Table 5.2 shows that this field of study was the largest group for participants in programs sponsored by U.S. educational institutions (24%), direct enrollment in a foreign institution (24%), independent study (25%), and paid work (29%). While liberal arts was prominent among those who intended to engage in volunteer work, to travel educationally and visit/live with family or friends, these percentages were equal to, or less than, the percentage found in the whole. What is interesting when comparing types of experiences is that visiting or living with family/friends and travel with family/friends were more evenly distributed across the types of majors but did have larger numbers of engineering/physical sciences, professional and business students.

Comparing parental second language capability and parents' international residence with types of experiences, reveals some interesting trends. As Table 5.3 and Table 5.4 demonstrate, those participating in U.S. sponsored programs had the smallest number of parents who had lived in another country for at least a year (28%) and who spoke a second language (31%) of any group of student travellers. The highest figures in both comparisons were for those students who intended to visit or live with their family or friends.

Respondents' language facility was lowest for the travellers with family/friends (21%) as Table 5.5 substantiates; educational travellers (26%) and participants in U.S.-sponsored programs (28%) ranked next. Again those visiting/living with family or friends posted the highest percentage expressing language fluency (41%).

For all types of experiences, except direct enrollment in a foreign institution, as Table 5.6 shows, the one-to-three-month length is the most popular. But there was greater participation in longer experiences by those participating in U.S.-sponsored programs, direct enrollment, independent study, and paid work.

Comparisons of financial support for these students are exhibited in Table 5.7. Personal savings constituted a predominant source for those visiting (60%), travelling with family or friends (58%) and the educational travellers (50%). Personal savings were also very important to the independent study students (46%), voluntary workers (51%) and paid workers (43%). Family and friends became the major source of financing only for those directly enrolled in a foreign institution or participating in a program sponsored by a U.S.-educational institution.

The major concern of all of the respondents was having sufficient money (26%) and language (24%). Table 5.8 breaks down these answers by type of experience. Having sufficient money was the dominant concern for most types of travellers, but participants in U.S.-sponsored programs were quite concerned with language (28%) and adjustment to different ways of life (19%); and direct enrollees in foreign institutions indicated concerns about these catagories, as well as housing.

The dominance of family and friends as the stimulus for interest in international travel, takes on a different hue when looked at in the comparative context, as Table 5.9 demonstrates. In the total sample, 29% selected the influence of family/friends as their first ranked choice. This Table suggests that this figure is heavily influenced by those travelling or visiting family and friends. Language courses were important for 18% of both the U.S. program participants and the direct enrollees. Career goals at 18% and 17%, respectively, were also influential for these groups; it is notable that 25% of those pursuing independent study selected career goals. Interest in international events was also quite high for those doing independent study (22%), paid work (24%), and voluntary work (23%).

The juxtaposition of the various types of experiences with the most important personal goals is displayed in Table 5.10. Given that 31% of the total selected adding a new dimension to schooling and 16% chose improving foreign language ability, the high figures in both of those categories for U.S. program participants, foreign institution enrollees, and independent students takes on new significance.

Table 5.11 summarizes the results from all types of participants to the statement, "I am accepting of different ways of life." While all groups saw themselves as having this characteristic, those on paid-work programs indicated the highest agreement (76%). The lowest figures occurred for those who travelled with family (51%) and educational travellers (54%).

The levels of agreement with the statement, "I regularly read newspaper and magazine articles on international events," for each type are displayed in Table 5.12. The groups with the lowest levels of strong agreement were the voluntary workers (23%), U.S. program participants and educational travellers (both at 24%). The highest level occurred with the paid workers (36%) and independent study students (34%).

"I believe that my international travel experience will help me get a job in the future" met with the strong agreement of large portions of the independent students, foreign institution students (both at 43%), volunteer workers (41%), paid workers (40%) and U.S. program participants (38%). Table 5.13 displays the full comparisons on this question.

Responses to the statement, "I expect that my international travel experience will cause changes in my relationships with family and/or friends" are presented in Table 5.14. Those expecting change in the greatest number were the independent study students (27%). Those who visited or lived with family or friends also, quite naturally, expected changes in relationships. The lowest expectation of change occurred among those travelling with family or friends (14%).

Comparing each type of experience with prior travel experiences generates some interesting trends, as Table 5.15 shows. The largest number of students with no prior international experience was among those choosing the U.S. sponsored programs (50%). The smallest number was among those who worked for pay (25%). The smallest number with four or more trips was among the educational travellers and the U.S. sponsored program participants (both at 11%). The largest percent was among those who intended to visit family or friends. The independent study group (21%), the direct enrollee in the foreign institution (20%), and the paid worker (19%) all had substantial numbers, with four or more trips.

Plans to travel internationally again within the next two years are presented in Table 5.16. While the overwhelming majority of these people had expectations of visiting another country again soon, the smallest figures occurred wthin those groups who were travelling with family and friends and the U.S. program participants. The largest number of positive responses came in the paid work group and those who will visit/live with family/friends (77% for both).

Summary

This comparison of students who selected different kinds of international travel opportunities, revealed some important distinctions. Year in school was related to the type of experience as was field of study. Parental second language and international residence also seem to be correlated to the nature of the international contact. While the length of all trips was usually one to three months, the choice of a longer trip was also connected to a limited number of the type alternatives. Financial support for any kind of travel to another country depended on personal savings and help from family/friends. Having sufficient money and language were the primary concerns of all travellers. The influence of family and friends in encouraging international travel was apparent, but language courses and career goals were also important for certain groups. Personal goals were also related to the type of experience. Responses to the attitudinal statements also indicated a connection to the type of experience.

Table 5.1
First Choice of Type of Experience and Year in School
(In Percentages)

	High School	First-Year Post-H.S.	Second-Year Post-H.S.	Third-Year Post-H.S.	Fourth-Year Post-H.S.	Fifth-Year Post-H.S.	N=
Program sponsored by U.S. educ. inst.	14	5	17	37	13	15	1657
Direct enrollment in foreign inst.	15	4	16	28	14	24	293
Independent study	9	6	17	22	18	27	381
Paid work	3	10	12	16	27	33	223
Volunteer work	13	3	15	18	19	34	80
Visit/live with family/friends	30	8	12	12	14	23	512
Travel with family/friends	20	5	9	12	25	28	993
Educational travel	22	6	15	20	20	18	1221
Other	42	5	10	11	13	19	264

Table 5.2
First Choice of Type of Experience and Field of Study
(In Percentages)

	For. Lang.	Other Lib. Arts	Soc. Sci.	Educ.	Engin./ Phys. Sci.	Pre-Prof.	Prof.	Bus.	Voc.	Grad.	Other	N=
Program sponsored by U.S. educ. inst.	17	24	12	4	6	5	7	11	0	3	11	1625
Direct enrollment in foreign inst.	17	24	11	2	8	5	12	7	0	5	10	293
Independent study	16	25	10	4	6	6	5	9	1	6	12	372
Paid work	9	29	11	4	10	4	9	7	1	5	11	222
Volunteer work	9	16	12	7	5	7	17	9	1	8	9	76
Visit/live with family/friends	8	17	7	6	16	7	9	14	1	5	12	506
Travel with family/friends	4	17	8	5	13	4	16	18	0	5	9	968
Educational travel	11	21	8	5	10	5	9	14	1	4	12	1205
Other	6	15	12	4	14	6	9	14	1	3	14	251

Table 5.3
First Choice of Type of Experience and Parent's International Residence
(In Percentages)

	Yes	No	N=
Program sponsored by U.S. educ. inst.	28	72	1665
Direct enrollment in foreign inst.	40	60	297
Independent study	36	64	380
Paid work	31	69	229
Volunteer work	39	61	80
Visit/live with family/friends	45	55	517
Travel with family/friends	32	68	1017
Educational travel	31	69	1231
Other	30	70	267

Table 5.4
First Choice of Type of Experience and Parental Second Language
(In Percentages)

	Yes	No	N=
Program sponsored by U.S. educ. inst.	31	69	1672
Direct enrollment in foreign inst.	38	62	294
Independent study	39	61	381
Paid work	37	63	228
Volunteer work	41	60	79
Visit/live with family/friends	46	54	526
Travel with family/friends	35	65	1019
Educational travel	33	67	1238
Other	29	71	267

Table 5.5
First Choice of Type of Experience and Respondent Language Facility
(In Percentages)

	Yes	No	N=
Program sponsored by U.S. educ. inst.	28	73	1667
Direct enrollment in foreign inst.	33	67	292
Independent study	36	64	382
Paid work	36	64	228
Volunteer work	35	65	79
Visit/live with family/friends	41	59	520
Travel with family/friends	21	79	1016
Educational travel	26	74	1234
Other	25	75	266

Table 5.6
First Choice of Type of Experience and Length of Experience
(In Percentages)

	Less Than 1 Month	1 - 3 Months	3 - 6 Months	6 - 12 Months	More Than 1 Year	N=
Program sponsored by U.S. educ. inst.	6	41	25	24	4	1669
Direct enrollment in foreign inst.	3	31	17	35	13	298
Independent study	6	35	21	28	11	385
Paid work	2	43	23	28	4	229
Volunteer work	4	60	15	16	5	80
Visit/live with family/friends	22	62	7	8	2	521
Travel with family/friends	31	61	5	3	0	1018
Educational travel	15	52	17	14	2	1239
Other	12	59	9	17	4	266

Table 5.7
First Choice of Type of Experience and Source of Financial Support
(In Percentages)

	Scholarship/ Grants	Loan	Personal Savings	Family/ Friends	Work While Abroad	Other	N=
Program sponsored by U.S. educ. inst.	14	11	27	47	1	1	1649
Direct enrollment in foreign inst.	8	12	28	50	2	0	293
Independent study	12	8	46	31	2	1	379
Paid work	2	2	43	16	36	1	228
Volunteer work	5	9	51	31	1	3	80
Visit/live with family/friends	2	4	60	33	2	0	520
Travel with family/friends	1	4	58	36	1	1	1007
Educational travel	5	5	50	35	3	1	1227
Other	12	5	41	36	4	2	267

Table 5.8
First Choice of Type of Experience and Major Concern
(In Percentages)

	Housing	Food	Lang.	Adj.	Money	People	Health	Polit.	Homesick	Other	N=
Program sponsored by U.S. educ. inst.	9	2	28	19	25	10	2	1	1	2	1595
Direct enrollment in foreign inst.	16	1	23	17	20	14	0	1	3	4	278
Independent study	14	3	22	14	26	11	2	3	1	4	370
Paid work	15	3	9	8	34	14	3	1	4	8	214
Volunteer work	19	3	18	14	28	11	0	0	0	7	72
Visit/live with family/friends	12	2	21	11	30	15	3	1	3	3	486
Travel with family/friends	21	3	20	7	29	14	2	1	1	2	952
Educational travel	14	2	23	14	26	12	3	2	1	3	1199
Other	13	1	29	15	20	11	1	2	3	7	261

Table 5.9
First Choice of Type of Experience and Major Influence (In Percentages)

	Family/ Friends	Contact in H.S. w/ For. Stu.	Contact in Coll. w/ For. Stu.	Lang. Courses	Other Acad.	Interest in Intl. Events	Career Goals	Get Away	Other	N=
Program sponsored by U.S. educ. inst.	22	6	4	18	10	15	18	1	6	1635
Direct enrollment in foreign inst.	23	5	3	18	11	16	17	0	8	291
Independent study	16	2	7	13	8	22	25	1	5	370
Paid work	20	1	6	11	3	24	21	2	12	220
Volunteer work	21	4	3	17	1	23	14	0	17	77
Visit/live with family/friends	48	8	10	6	2	11	5	3	8	514
Travel with family/friends	50	3	2	5	4	19	4	4	9	984
Educational travel	21	6	5	14	7	23	14	2	8	1214
Other	20	10	3	10	4	15	8	1	30	261

Table 5.10
First Choice of Type of Experience and Major Personal Goal (In Percentages)

	School Dimen.	Improve Lang.	Knowledge Country	Have Fun	Meet People	Change	Self-Confid.	Indep.	Other	N=
Program sponsored by U.S. educ. inst.	48	22	12	5	3	4	3	3	2	1641
Direct enrollment in foreign inst.	39	32	11	5	1	4	3	3	2	293
Independent study	42	22	16	4	3	3	4	3	3	373
Paid work	17	15	24	13	6	5	5	9	6	224
Volunteer work	37	16	20	8	5	3	0	4	7	75
Visit/live with family/friends	16	15	21	26	10	3	2	3	4	505
Travel with family/friends	15	5	28	38	5	4	2	3	1	995
Educational travel	31	14	25	11	6	4	3	5	1	1225
Other	11	14	22	18	9	8	3	5	10	263

Table 5.11
Accepting of Different Ways of Life and Type of Experience (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
Program sponsored by U.S. educ. inst.	56	41	2	1	0	1647
Direct enrollment in foreign inst.	64	32	3	1	0	292
Independent study	61	35	2	2	0	373
Paid work	76	23	1	0	0	226
Volunteer work	58	41	1	0	0	78
Visit/live with family/friends	57	37	5	1	1	510
Travel with family/friends	51	44	5	1	0	998
Educational travel	54	42	4	1	0	1230
Other	58	38	3	2	0	266

Table 5.12
Read News of International Events and Type of Experience (In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
Program sponsored by U.S. educ. inst.	24	43	16	16	3	1646
Direct enrollment in foreign inst.	32	46	8	12	2	293
Independent study	34	44	12	8	3	374
Paid work	36	45	9	10	0	226
Volunteer work	23	53	9	13	3	79
Visit/live with family/friends	29	45	13	12	1	515
Travel with family/friends	25	43	15	16	2	994
Educational travel	24	46	15	14	2	1227
Other	23	45	15	15	3	269

Table 5.13
Improve Job Prospects and Type of Experience
(In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
Program sponsored by U.S. educ. inst.	38	37	20	5	1	1649
Direct enrollment in foreign inst.	43	35	18	2	2	293
Independent study	43	32	20	5	1	375
Paid work	39	39	18	4	1	226
Volunteer work	41	34	19	6	0	79
Visit/live with family/friends	29	34	28	8	2	514
travel with family/friends	16	31	34	15	4	999
Educational travel	29	39	23	7	2	1232
Other	28	36	28	6	2	269

Table 5.14
Expect Changes in Relationships and Type of Experience
(In Percentages)

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N=
Program sponsored by U.S. educ. inst.	19	34	23	19	5	1649
Direct enrollment in foreign inst.	24	34	21	17	5	293
Independent study	27	28	23	18	4	372
Paid work	19	32	22	21	6	224
Volunteer work	18	30	22	27	4	79
Visit/live with family/friends	22	33	23	18	4	514
travel with family/friends	14	29	28	21	8	995
Educational travel	18	31	26	18	7	1228
Other	25	37	16	16	6	268

Table 5.15
Prior Number of Trips and Type of Experience
(In Percentages)

	None	One	Two - Three	Four +	N=
Program sponsored by U.S. educ. inst.	50	20	19	11	1622
Direct enrollment in foreign inst.	36	19	25	20	291
Independent study	32	23	25	21	370
Paid work	25	23	32	19	222
Volunteer work	30	27	27	17	79
Visit/live with family/friends	36	19	24	21	507
travel with family/friends	46	24	19	11	983
Educational travel	47	21	21	11	1210
Other	48	22	20	10	263

Table 5.16
Intention to Travel in the Next Two Years and Type of Experience
(In Percentages)

	Yes	No	N=
Program sponsored by U.S. educ. inst.	64	36	1580
Direct enrollment in foreign inst.	76	24	285
Independent study	75	25	351
Paid work	77	23	218
Volunteer work	75	25	75
Visit/live with family/friends	77	23	492
Travel with family/friends	64	36	954
Educational travel	68	32	1154
Other	61	40	253

Chapter VI

International education administrators are often inspired to encourage and facilitate intercultural student exchange because of a belief in the value of the intercultural encounter. Yet, the naive conviction that intercultural contact brings with it unqualified benefits has certainly been put to rest. Amir's (1969) now classic study painted a complex picture of the relationship between intercultural contact and attitude change. The researchers who have tried to establish the benefits of international study experiences for participants have, as the earlier review of the literature vividly confirms, been unable to provide unequivocal support for positive outcomes.

The complexity of the effects equation has been underscored by the conflicting and divergent results from prior research efforts. It is not our intent in this primarily descriptive study of U.S. students who study, travel and work abroad to attempt a definitive answer on the impact question. Since our primary purpose was a statistical profile of the travelling U.S. student and since our research method depended on a large-scale survey administered nationwide, we were limited in the contribution that we could make to enhancing understanding of the the impact of international experiences.

Nevertheless, it was also clear that this survey offered an opportunity to collect information on students who had participated in a variety of types of international experiences. Most of the previous studies were conducted using participants in U.S. sponsored study abroad programs. Where participants on other types of experiences were included, the researchers' intent was usually *not* comparative. One of the contributions this research makes is to offer the opportunity of comparing the perceived impact of different types of international experiences for students.

Another characteristic of the international experience which could impinge on its effects is the length of the sojourn. Brown (1983) argues "That American students acquire cultural sensitivity, as well as skills in direct proportion to the length of time they spend abroad; the briefer the experience and the less time spent in planning and preparation, the less impact on the student" (p. 73). But researchers have rarely compared the differential outcomes of varying lengths of exposure to foreign cultures. In this study we have also asked respondents to describe the length of their experience.

Those respondents who had previously had an international travel experience were asked to fill out an additional portion of the questionnaire. They identified three descriptions of that experience, ranking choices from: participation in a program sponsored by a U.S. educational institution; independent study, paid work, voluntary work, travel with family/friends, educational travel or recreational travel. They also indicated the length of that first experience selecting from: one to three months, three to twelve months, one to three years, three to five years, and over five years. Finally, they responded to a series of statements usifng a five point Likert scale ranging from strongly agree to strongly disagree. These declarative statements represent some of the outcomes which have been posited and researched by others including increased interest in international events, increased interest in academic performance, improved self-confidence, better understanding of U.S. culture, more political awareness, changes in career plans, difficulty in readjusting to the U.S., establishment of long-term relationships with people from the host country(ies) and willingness to move to another country.

Since little prior research has been done comparing type and length of stay, we were guided by research questions rather than directional hypotheses. The research questions were:

Q 1: Is there a relationship between type of international experience and self-assessment of impact?
Q 2: Is there a relationship between length of international experience and self-assessment of the impact?

Results

Approximately 3,200 respondents from the overall survey completed the portion of the questionnaire asking for a self-assessment of the impact of their first international experience. In chapter III we reported the numerical summaries of respondents' descriptions of type and length of first international experience. These are presented in Tables 3.14 and 3.15. The percentage of responses of the overall sample to each of the nine declarative statements is described in Table 3.16.

Because we were interested in the effects of both type and length of experience on the nine dependent measures, we computed multivariate analysis of variance. Responses to each of the Likert statements were assigned numerical values with strongly agree receiving a value of 1 and strongly disagree a value of 5; therefore the lower the score the greater the impact. The alpha level for significance was set at .05.

The MANOVA revealed a nonsignificant interaction between the two independent variables ($F = 1.04$; $df = 28,2890$; ns); a significant multivariate main effect for length ($F = 1.68$; $df = 4,2890$; $p < .008$);) and a significant multivariate main effect for type ($F = 1.46$; $df = 8,2890$; $p < .009$). The significant main effects were probed using univariate analyses of variances.

For the significant main effect due to length, there were statistically significant univariate effects for all dependent measures except increased understanding of U.S. culture ($F = 2.30$; $df = 4,2890$; $p < .057$) and serious consideration of moving to another country ($F = 1.35$; $df = 4,1890$; $p < .250$). All dependent measures for the significant main effect of type produced statistically significant univariate results. The significant univariate effects were probed using the Student-Newman-Keuls Post Hoc Comparison Test of means. The means of length are presented in Table 6.1 and for type in Table 6.2.

There was a significant univariate effect for type of experience ($F = 3.68$; $df = 8,2890$; $p < .0000$) and length ($F = 3.80$; $df = 4,2890$; $p < .004$) and an increased interest in international events. The Post Hoc Comparison Test of means revealed differences in the types of international experiences producing increased interest in international events, with traveling with family/friends having a significantly higher mean ($\bar{x} = 2.10$) and volunteer work having a significantly lower mean ($\bar{x} = 1.57$). This suggests that traveling with family or friends does not kindle a greater interest in international affairs while doing volunteer work increases that awareness. The same Post Hoc Comparison Test revealed no significant differences with respect to the varying lengths of the sojourn. The group with the lowest mean score ($\bar{x} = 1.68$) had trips of three to twelve months and those with the highest mean score ($\bar{x} = 1.97$) had been abroad for three to five years.

Significant univariate effects for both length ($F = 3.47$; $df = 4,2890$; $p < .008$) and type ($F = 3.05$; $df = 8,2890$; $p < .002$) were found for increased interest in academic performance. The specific types of experiences influencing academic performance were difficult to pinpoint since no significant differences were found in the means using the a posteriori contrast test although, as Table 6.2 indicates, the lowest mean score was achieved by those who participated in paid work programs ($\bar{x} = 2.19$) and the highest mean score by those who travelled with family or friends ($\bar{x} = 2.71$). The Student-Newman-Keuls Test revealed that those students whose experience was one to three months registered the least impact on increased interest in academic performance ($\bar{x} = 2.65$) and those going for three to twelve months ($\bar{x} = 2.40$) and one to three years ($\bar{x} = 2.25$) the most change. Participating in an international experience for less than three months may not be long enough to influence a student's academic performance, but an extended stay in another country may render the intercultural contact so routine that it results in little impact on the student.

For improved self-confidence, a significant univariate effect was found for type of experience ($F = 2.65$; $df = 8,2890$; $p < .007$) and length ($F = 2.73$; $df = 4,2890$; $p < .028$). The Post Hoc Comparison Test revealed that travel with family or friends ($\bar{x} = 2.27$) resulted in the least amount of change in self-confidence. This test also revealed that students participating in voluntary work ($\bar{x} = 1.73$), independent study ($\bar{x} = 1.75$), direct enrollment in a foreign institution ($\bar{x} = 1.75$), paid work ($\bar{x} = 1.81$) and educational travel ($\bar{x} = 1.88$) all indicated significantly greater increases in self-confidence. Being under the protection of others may not provide the opportunities through which a student is tested by solving problems inherent in being in another culture; therefore their self-confidence would not be greatly increased. The other types of international experiences all pose at least some opportunity for the individual to make decisions and test themselves. The Post Hoc Comparison for length indicated that the three to twelve month period resulted in a significantly lower mean score ($\bar{x} = 1.79$), suggesting that the greatest amount of change does occur in either short stays or in very long stays. Students need a type of experience which allows them the opportunity to develop self-confidence and the three to twelve month period maximally encourages that effect.

The issue of readjustment difficulties once the student returns, also revealed significant univariate effects for both type ($F = 3.46$; $df = 8,2890$; $p < .001$) and length ($F = 2.99$; $df = 4,2890$; $p < .018$). A significant difference in the means for various types was revealed in the Post Hoc Comparison Test with direct enrollment in a foreign institution ($\bar{x} = 2.87$), voluntary work ($\bar{x} = 2.86$), paid work ($\bar{x} = 2.92$), and participation in a U.S. sponsored program ($x = 3.18$) all resulting in greater difficulty in readjusting to the U.S. Obviously, these types of experiences require more adaptation on the part of the student to the international culture producing the subsequent readjustment to the home culture. The one to three month time period had a significantly higher mean ($\bar{x} = 3.71$) indicating again that the shorter period of time may simply require fewer adaptations while in the international arena, resulting in less difficulty in readjusting upon return.

A better understanding of U.S. culture as a result of type ($F = 3.51$; $df = 8,2890$; $p < .001$) was found for a univariate effect. The Post Hoc Comparison Test found a significantly higher mean for both travel with family and friends ($\bar{x} = 2.33$) and recreational travel ($\bar{x} = 2.35$). The same test on the means for length of stay indicated a significantly lower mean ($\bar{x} = 1.93$) for the three to twelve month time period. These results suggest that travelling for fun produces less understanding of U.S. culture.

For the dependent measure of increased political awareness a significant univariate effect was found for type of experience ($F = 3.13$; $df = 8,2890$; $p < .002$) and length ($F = 2.55$;$df = 4,2890$; $p < .038$). Again travel with family and friends, along with recreational travel, yielded significantly higher means in the a posteori test ($\bar{x} = 2.40$ and $\bar{x} = 2.31$ respectively). The mean score for study by direct enrollment in a foreign institution ($\bar{x} = 1.95$) was significantly lower. The importance of an activity other than simple travel in order to produce

the outcome of greater political awareness, is indicated by this data. The test also indicated a significantly lower mean for those who had been in the international seeting for three to twelve months ($\bar{x}$ = 2.02) and one to three years ($\bar{x}$ = 2.11) and a significantly higher mean ($\bar{x}$ = 2.03) for the one to three months time frame. The importance of having at least three months exposure to the host culture(s) and some activity other than simple travel in order to produce the outcome of greater political awareness, is indicated by this data.

Agreement with a statement indicating a change in career plans as a result of the first international experience produced significant univariate effects for both types ($F = 2.67$; $df = 8,2890$; $p < .007$) and length ($F = 2.07$; $df = 4,2890$; $p < .022$). The Student-Newman-Keuls test indicated a significantly lower means scores for those who had participated in a volunteer work situation. The highest scores for length were for one to three months ($\bar{x}$ = 3.21) and over five years ($\bar{x}$ = 2.98).

The establishment of long-term relationships with people the sojourner met in other countries produced significant univariate effects for both type ($F = 2.79$; $df = 8,2890$; $p < .009$) and length ($F = 2.79$; $df = 4,2890$; $p < .025$). The Post Hoc Comparison Test specified a significantly lower mean for enrollment in a foeign institution ($\bar{x}$ = 1.98) and a significantly higher mean for the one to three month length ($\bar{x}$ = 2.74). The shorter time period again appears limiting with respect to the establishment of personal relationships with others and the direct participation in a foreign educational institution seems to encourage those kinds of contacts.

The final dependent measure, serious consideration of moving to another country, produced significant univariate effects for type ($F = 2.07$; $df = 8,2890$; $p < .036$). The a posteriori test revealed no significant differences in the mean scores for type of experience, but the lowest mean score occurred for those who had participated in a voluntary work experience ($\bar{x}$ = 2.22) and the highest mean score for the recreational travelers ($\bar{x}$ = 2.69). For length of experience the test indicates a significantly higher mean for the one to three month experience ($\bar{x}$ = 2.65).

Discussion

U.S. students, when selecting a type of international contact and choosing a length for that experience, may inadvertently be selecting the potential effects of that experience. The profile that emerges from the analysis indicates that choosing to travel with family and friends produced the least amount of impact on increased interest in international events and did not improve the sojourner's self-confidence. This type of experience, along with recreational travel, produced the least increase in understanding of U.S. culture and political awareness. Travel as an option for intercultural contact resulted in the least amount of impact on the student. Since travel experiences generally require less sustained interaction with the members of the host country, the traveller perhaps lacks opportunities to gain significant learning experiences which would increase understanding of cultural and political systems.

The choice of a shorter period of time also meant fewer changes. The one to three month sojourn rendered the least significant results for changes in academic performance, increased political awareness, readjustment to the U.S., changes in career plans, and the establishment of long-term relationships with representatives of the host culture(s).

On the other hand, an interesting picture of the types of experiences which produced the greatest changes emerges. Those students who directly enrolled in a foreign institution not only expressed a greater difficulty in readjusting to the U.S., but they also established more intercultural relationships, became more politically aware, and increased their self-confidence. An increase in self-confidence also characterized those who participated in the traditional U.S. sponsored study abroad program. These participants also indicated readjustment difficulties upon return home.

One of the more interesting sets of results from this study is the powerful impact of either a paid or voluntary work experience. For both kinds of work assignments, students indicated increased self-confidence and difficulty in readjusting. Those who had done volunteer work indicated a change in career plans and an increased interrest in international events. Those who had received remuneration for their efforts, indicated an increased concern about academic performance. A work experience must create a set of factors which increases a student's knowledge and personal awareness of cultural, social and political issues. In both enrollment in a foreign institution and the work experiences, there is a necessity of interacting directly and consistently with host culture individuals. The other types of experiences allow some degree of shelter from the host culture, which may explain why there is less impact on students who have selected these alternatives.

Interestingly enough, the three to twelve month time period seems to produce the greatest impact on students. Those students who had been in the international setting for that time period indicated increased interest in academic performance and political awareness. They also displayed increased self-confidence and a better understanding of U.S. culture. This time frame appears to represent the optimum length, less time produces less effect and more time rarely produces even the same level of effect. Those students who had been abroad for one to three years indicated a strong impact on their political awareness and increased interest in academic performance. But the choice of a three to twelve month stay produced the most changes.

The overall impact of length of stay on specific outcomes and in conjunction with type, might have been even greater if the original response choices on the questionnaire had been different. A choice of less than a month should have been included and breaking down the three to twelve month choice into a three to six month and six to twelve month option would have allowed for more precise determination of the impact of this important variable. Additionally, few students had actually stayed in the international setting for more than three years. (These changes in response choices have been included in the questionnaire used to collect data for the 1984 year.)

The similarity in the effects profile for students who had travelled with family and friends and those who had selected recreational travel, may also be an artifact of response choice. There is, quite simply, conceptual overlap between these two categories, and neither allows for respondents to a make a consistent choice if they lived with family and friends. (Again, this program has been corrected in the subsequent annual versions of the questionnaire.)

Because the students who purchase the International Student Identity Card (ISIC) are preparing for another international sojourn, they are probably more positive about their first international experience. It could be argued that a more positive first experience would also produce greater positive outcomes. If that reasoning is correct, then the students in this sample may have indicated a greater positive effect than would be displayed for a truly representative sample of all U.S. students who have studied, travelled or worked abroad.

Another qualifier on this data stems from the nature of self-assessment responses in general. Respondents identify their own evaluations of the impact of the international experience. There are no behavioral indices and no rigorously developed measures of changes. Nevertheless, perceptions of change by individuals are important since the self-assessments of change do guide attitudes and behaviors.

Despite these problems, this research does offer numerous strengths which increase our understanding of the effects of intercultural contact. U.S. students who study *and* travel *and* work internationally are included, enlarging the breadth of understanding available for this large and important group of sojourners. This is a nationwide survey, heterogeneous with respect to year in school, academic major, language experience and type of educational institution. Most importantly, the project allows us to begin to track the effect of the different types of experiences coupled with the length of those experiences on the issue of effects.

SELF-ASSESSMENT OF PRIOR IMPACT

Table 6.1
Means of Dependent Measures by Length

	1 - 3 months	3 - 12 months	1 - 3 years	3 - 5 years	5 + years
Interest in intl. events	1.95	1.68	1.77	1.97	1.75
Acad. performance	2.65	2.39	2.25	2.44	2.42
Self-confidence	2.07	1.79	1.98	2.24	1.94
Readjustment	3.71	2.96	3.07	3.28	3.35
U.S. culture	2.24	1.93	2.11	2.26	2.32
Politically aware	2.30	2.02	2.11	2.14	2.15
Career changes	3.21	2.86	2.63	2.81	2.98
Long-term relationships	2.74	2.08	1.99	2.08	1.93
Money	2.65	2.31	2.19	2.30	2.13

Table 6.2
Means of Dependent Measures by Type

	U.S. Prog.	For. Inst.	Ind. Stud.	Paid Work	Vol. Work	Visit F/F	Travel F/F	Educ. Trvl.	Other
Interest in intl. events	1.67	1.59	1.67	1.58	1.57	2.10	1.77	1.89	1.93
Acad. performance	2.40	2.33	2.28	2.19	2.49	2.71	2.52	2.69	2.65
Self-confidence	1.73	1.75	1.75	1.81	1.66	2.27	1.88	2.05	1.97
Readjustment	3.18	2.86	3.41	2.92	2.87	3.79	3.58	3.65	3.51
U.S. culture	1.98	2.03	1.96	1.88	2.03	2.33	2.10	2.35	2.11
Politically aware	2.04	1.95	1.99	1.96	1.98	2.40	2.10	2.31	2.23
Career changes	2.94	2.84	2.86	2.77	2.64	3.25	3.08	3.19	2.99
Long-term relationships	2.34	1.98	2.21	2.04	2.46	2.80	2.73	2.80	2.13
Money	2.41	2.26	2.57	2.40	2.22	2.68	2.57	2.68	2.28

Chapter VII

In surveying the statistical profiles of U.S. students who study, travel and work abroad which emerge from this study, a number of recurring patterns become apparent. In addition to these themes which emerge from several areas of the study, there are single findings which are notable. In this chapter we highlight these findings and describe our future research efforts.

Recurring Patterns

The first pattern depicted by the results of the study center on the *relationship between language study, language concerns and the international study, travel or work experience.* Of the total New York sample 12% were foreign language majors (13% of the Campus sample). Given the low proportion of foreign language majors which comprise the total U.S. student population, this is an extraordinarily high figure. Naturally, no statements made about the direction of a causal relationship between being a foreign language major and the desire for the international experience can be made. Nevertheless, the fact that foreign language majors seek out the international arena is indisputable.

The traditional recruiting ground for U.S. sponsored study abroad programs has been the foreign language classroom. And certainly this study bears out the crucial importance of those major fields for program participants. That 17% of students on U.S. sponsored programs are foreign language majors is indeed significant. It is equally as important to recognize that these majors contribute 17% of those who enroll directly in a foreign educational institution and 16% who arrange to do independent study abroad.

For those students on U.S. programs, 18% selected language courses as their most significant source of influence. And 22% of this group went abroad with the most important personal goal of improving their foreign language competence. The primary concern of 28% of these students is language, underscoring the recognition of the critical role of language facility in understanding another culture.

Another aspect of the theme of language is the degree to which students participating in virtually all types of international activities, express sentiments emphasizing language. When asked to indicate their primary concern at least 20% of the respondents in all types of programs, except voluntary and paid work, selected language. Again, a recognition of the importance of language is apparent among these students.

Personal goals for their trip also substantiate this theme. Only for those travelling with family and friends, does the total percentage of those selecting improving foreign language ability drop below 14%. All other types are at or above the 14% level. Whether or not these students actually improve their foreign language fluency while abroad we cannot say, but that these are their intentions is substantiated by this data.

Language fluency is part of a second pattern centering on *parental language and international residence, along with respondent language fluency.* While it is impossible to make direct comparisons with the general population, it does appear that the large percentage of students who have at least one parent who has either lived in another country for at least one year (33% in New York sample and 26% in the Campus sample), makes parental background important in the decision to study, travel or work abroad. The influence of family or friends is also documented by students because in all types of experiences, except that of the independent study student, they select that choice as the primary source of their interest in international travel at at least the 20% level.

The respondents themselves are probably unique among their age cohorts in that 29% of the New York and 21% of the Campus sets see themselves as fluent in another language as a result of formal study of that language. Even if these respondents are more confident of their language facility than their training merits, they have studied and practiced foreign languages in greater numbers than have other students.

Another interesting aspect of this pattern concerns the relationship between the parental background questions, respondents' language fluency and their selection of a type of program. For both parental second language and parental international residence the smallest percentage of affirmative responses occurred among those participating in programs sponsored by U.S. educational institutions. While several other types of experiences (travel with family/friends, educational travel and other) poster lower percentages for respondent's own language facility, those going on U.S. sponsored programs expressed less confidence in their language competency than those choosing other options.

This pattern may suggest that parents without exposure themselves, either directly to another culture or indirectly through language learning, may encourage their children to select a more formal, usually more structured type of approach to the international setting.

A fourth pattern identified within the larger set of responses *links career goals and the international experience.* Regardless of whether or not there is a link between an international educational experience and future career activities, the students in this survey expected that relationship to exist. Large numbers cited

career goals as the sources of their interest in international travel (13% for first ranked choice and 17% for both second and third ranked choices in the New York set). This was especially true for those choosing the U.S. sponsored programs, direct enrollment, independent study, educational travel and paid and volunteer work. For all of these categories a greater percentage of students selected career goals as an option than did the sample average. This relationship was visible when examining respondents' level of agreement with the statement "I expect my international travel experience will help me get a job in the future.". Overall, 31% strongly agreed with this statement, those selecting on the kinds of experiences above strongly agreed in greater proportions than that figure. Students may have this expectation because of the coverage in the popular media of international business and economic concerns. Given the depiction of today's college student as focused on career concerns, this set of findings should come as no surprise.

The final clustered set of ocnclusions concerns the *length of time of the student's international trips*. Not only do the overall figures establish a reliance on the short term experience, but also breakdowns by specific type confirm the same choices. Almost two-thirds of these students are embarking on trips abroad for periods of three months or less (14% for less than one month and 49% for one to three months in the New York sample). But also 41% of those on U.S. sponsored programs are going for one to three months. This time frame is selected most often by every type of traveling student except those who enroll directly in a foreign institution and even for this category 31% are going for that short period of time.

This is an important finding since general wisdom links length with the quality of experience. Furthermore, most educational administrators generally put staff and fiscal resources into support for those students going on the longer programs. Here we see overwhelming evidence that students are predominately interested in or able to pursue only the short-term experiences.

An additional set of conclusions, based on singular aspects of this data, also needs to be emphasized. First, *the number of high school students travelling is notable*. Even if the figures in this study are inflated because of the nature of the sample, they do indicate a large movement of students at the secondary level. It is also important to note the *preponderance of travellers in the third- and fifth-years post-high school*. The traditional junior year abroad notion needs to be revised to include the last year of the post-secondary experience.

It is also encouraging to see the number of *students from business, the sciences, engineering and the professions who were interested in international travel*. Certainly, these numbers could be increased, but substantial concern is already being expressed in these educational sectors for developing awareness in the international domain.

A strong emphasis on knowledge goals for all types of sojourners was also apparent among these students. And while again these figures may be somewhat inflated because of the self-response nature of the questions in the survey, students, in large numbers are still expressing interest in achieving learning objectives for their international sojourn.

Concerns with money, support from family/friends and the significant number of these students receiving scholarship/grant support are also striking. Most of these students were concerned with money. Those on U.S. sponsored programs and directly enrolling in foreign institutions relied in larger numbers on parental support. The degree to which some students received scholarship/grant support should stand as a testimonial to the work of administrators in developing procedures which allow their students to use financial aid for off-campus learning endeavors.

Another interesting finding is *the large number of these students who have already had at least one international trip* and *the large number who anticipate another trip within the next two years*. The "shrinking globe" is confirmed by both of these findings. High school and college students today expect to engage in numerous trips to other countries. Ease of travel and media exposure to other cultures has resulted in almost a "common place quality" to the international travel experience. That so many students at such an early stage of their academic training are being exposed to other international cultures certainly means that international educators will have to adjust the content and form of their programs in order to meet this new challenge.

The *Self-Assessment of Impact* of first international experiences suggests that traveling with family and friends produces the least amount of change. The one to three month sojourn creates the least opportunity for positive outcomes. Paid and voluntary work experiences have a high likelihood of having effects, as does enrolling in a foreign institution. The optimum time length seems to be three to twelve months.

Future Research

The 1984 and 1985 *Student Travel Catalog* also included (revised) questionnaires embedded within the ISIC application. Plans at this time include continuing the investigation in the 1986 application year. Similar analyses will be conducted on the data from each year, as well as comparisons between the years, to judge the constancy and changes in our understanding of the U.S. student who studies, travels, and works abroad.

APPENDIX:
International Student I.D. Card Application/Questionnaire

Note Your Reply Here

The intent of the following questionnaire is to provide more complete services to student travelers by gathering statistical data on U.S. students who purchase the I.D. Card and who plan to travel, work or study abroad. The Council would appreciate your taking a few moments to complete the questionnaire. Response to each question is optional. Note your response by filling in each box with the corresponding letter. Thank you very much.

☐ 1. Current year of study: **A** high school; **B** 1st year post high school; **C** 2nd year post high school; **D** 3rd year post high school; **E** 4th year post high school; **F** 5th year post high school and/or graduate student.

☐ 2. Current or intended field of study: **A** foreign language; **B** other liberal arts; **C** social sciences; **D** education; **E** engineering/physical sciences; **F** pre-professional; **G** professional; **H** business; **I** vocational; **J** graduate; **K** other (specify) _____

_____

☐ 3. Do either of your parents speak a second language? **A** yes; **B** no.

☐ 4. Have either of your parents resided for at least one year in a country other than the United States: **A** yes; **B** no.

☐ 5. Do you consider yourself fluent in any language other than English as a result of formal study of that language? **A** yes; **B** no.

☐ 6. How many times before the age of 18 did you change your place of residence from one city/town to another city/town? **A** none; **B** 1-2; **C** 3-4; **D** 5 or more.

#1 #2 #3 ☐☐☐ 7. Why are you taking this trip? Rank in order of importance the three major purposes, with #1 being the most important purpose. **A** participation in program sponsored by a U.S. educational institution; **B** enrollment without the assistance of a U.S. educational institution, in a program at a foreign educational institution; **C** independent study abroad; **D** paid work; **E** voluntary service/internship without pay; **F** visit or live with family/friends; **G** travel with family/friends; **H** educational travel; **I** other (specify)

_____

☐ 8. How long will this trip be? **A** less than one month; **B** one-three months; **C** three-six months; **D** six-twelve months; **E** more than one year.

☐ 9. While out of the country, will you be primarily: **A** alone; **B** with a couple of friends; **C** with a group.

#1 #2 #3 ☐☐☐ 10. Why have you become interested in international travel? Rank in order of importance, with #1 being the most important reason. **A** influence of family/friends; **B** contact with foreign students in high school; **C** contact with foreign students in college; **D** language courses; **E** other academic courses; **F** interest in international events; **G** career goals; **H** get away from family/friends; **I** other (specify) _____

#1 #2 #3 ☐☐☐ 11. How will you pay for your trip? Rank in order, with #1 being the primary means of financial support for this trip. **A** scholarships/grants; **B** loans; **C** personal savings; **D** family/friends; **E** work while overseas; **F** other (specify) _____

#1 #2 #3 ☐☐☐ 12. What aspects of this trip are you most concerned about? Rank in order of importance, with #1 being the most important concern. **A** housing; **B** food; **C** language; **D** adjustment to different ways of life; **E** having sufficient money; **F** meeting people; **G** health; **H** political unrest; **I** homesickness; **J** other (specify) _____

#1 #2 #3 ☐☐☐ 13. What do you hope to achieve by taking this trip? Rank in order of importance, with #1 being the most important of your personal goals for this trip. **A** to add a new dimension to my schooling; **B** to improve foreign language ability; **C** to improve knowledge of country(ies) I am traveling to; **D** have fun; **E** to meet new people; **F** to change the ways in which I think of myself; **G** to improve my self-confidence; **H** to gain independence; **I** other (specify) _____

Indicate your agreement with statements 14 through 17 as they apply to you by checking the appropriate answer: **A** strongly agree; **B** agree; **C** no opinion; **D** disagree; **E** strongly disagree.

☐ 14. I am accepting of different ways of life.

☐ 15. I regularly read newspapers and magazine articles on international events.

☐ 16. I believe that my international travel experience will help me get a job in the future.

☐ 17. I expect that my international travel experience will cause changes in my relationships with family and/or friends.

☐ 18. Do you plan to travel to another country again within the next two years? **A** yes; **B** no.

☐ 19. How many trips longer than one month in duration have you made previously? **A** none; **B** one; **C** two-three; **D** four or more.

If you have never traveled outside the United States before, you've completed this questionnaire and we thank you.
If you have traveled outside of the United States before, please continue with the second half of this questionnaire.
Answer all of the following questions as they relate to your *first* international travel experience:

#1 #2 #3 ☐☐☐ 20. What were the three most important purposes of your very *first* trip? Rank in order with #1 being the most important purpose. **A** enrollment in a program sponsored by a U.S. educational institution; **B** enrollment without the assistance of a U.S. educational institution in a program at a foreign educational institution; **C** independent study; **D** paid work; **E** voluntary service/internship without pay; **F** travel with family/friends; **G** educational travel; **H** recreational travel; **I** other (specify) _____

_____

☐ 21. How long were you in the other country(ies) on your very *first* trip overseas? **A** 1-3 months; **B** 3-12 months; **C** 1-3 years; **D** 3-5 years; **E** over 5 years.

The following statements describe some potential effects of travel overseas. Indicate your agreement as it applies to you after your very *first* experience outside the U.S. by checking the appropriate answer. **A** strongly agree; **B** agree; **C** no opinion; **D** disagree; **E** strongly disagree.

☐ 22. I became more interested in news of international events.

☐ 23. I became more interested in my academic performance.

☐ 24. I improved my self-confidence.

☐ 25. I had difficulty in readjusting to the U.S.

☐ 26. I had a better understanding of U.S. culture.

☐ 27. I became more politically aware.

☐ 28. I made changes in career plans.

☐ 29. I established long-term relationships with people I met in other countries.

☐ 30. I would seriously consider moving to another country.

67

REFERENCES

Abrams, I. (1979). The impact of Antioch education through experience abroad. *Alternative Higher Education, 3*, 176-187.

Abrams, I., (1965). The student abroad. In S. Baskin (Ed.), *Higher Education: Some newer developments*. New York: McGraw Hill.

Amir, Y. (1969). Contact hypothesis in ethnic relations. *Psychological Bulletin, 71*, 319-343.

Baker, J.O. (1983). A longitudinal study of the impact of study abroad on academic interests. *Bulletin of International Interchanges, 20*, 10-15.

Barrutia, R. (1971). Study abroad. *Modern Language Journal, 55*, 232-234.

Battsek, M. (1962). A practical analysis of some aspects of study abroad. *Journal of General Education, 13*, 225-242.

Bicknese, G. (1974). Study abroad part 1: A comparative test of attitudes and opinions. *Foreign Language Annals, 7*, 325-334.

Billigmeier, R.H., & Forman, D. (1975). Gottingen in retrospect. *International Review of Education, 21*, 217-230.

Bower, T. (1973). Effects of short-term study abroad on student attitudes. *Dissertation Abstracts International, 34*, 4772-A. (University Microfilms No. 73-22, 512).

Brown, M.A. (1983). U.S. students abroad. In H.M. Jenkins & Associates (Eds.), *Educating students from other nations*. (pp. 65-85). San Francisco: Jossey Bass.

Carlson, J.S., & Jensen, C.M. (1984). *University of California Education Abroad Program: 1982-83 Participant questionnaire & analysis of responses*. Santa Barbara: University of California, Education Abroad Program.

Coehlo, G.V. (1962). Personal growth and educational development through working and studying abroad. *Journal of Social Issues, 18*, 55-67.

Cohen, M.A. (1984). *Volunteer*, New York: Council on International Educational Exchange & Commission on Voluntary Service and Action.

Cohen, M.A. (1984). *Work, Study, Travel Abroad: The Whole World Handbook*. New York: Council on International Educational Exchange.

Commanday, S. (1976). Creative alternatives in international education. *Journal of International Education and Cultural Exchange, 11*, 5-9.

Cormack, M.L. (1973). American students in India. *International Studies Quarterly, 17*, 337-357.

Eddy, P.A. (1979). Foreign language in the USA: A national survey of American attitudes and experience. In *President's commission on foreign and international studies: Background papers and studies*. Washington, DC: U.S. Government Printing Office.

Hansel, B. & Grove, C.L. (in press). Learning by doing: What a high school student can learn from a homestay abroad. *Journal of College Admissions*.

Hensley, T.R., & Sell, D.K. (1979). A study-abroad program: An examination of impacts on student attitudes. *Teaching Political Science, 6*, 387-411.

Hoeh, J.A., & Spuck, D.W. (1975). Effects of a three phase acculturation process on language skill development and social and personal attitudes of high school French students. *Foreign Language Annals*, 220-226.

Hull, W.F., IV, Lemke, W.H., Jr. & Houang, R.T. (1977). *The American undergraduate, off-campus and overseas: A study of the educational validity of such programs*. (Occasional Paper No. 20). New York: Council on International Educational Exchange.

Institute of International Education. (1984). *Open Doors*. Adams, M.E. (Acting Ed.). New York: Institute of International Education.

James, N.E. (1976). Students abroad: Expectations versus reality. *Liberal Education, 62*, 599-607.

Klineberg, O., & Hull, W.F., IV. (1979). *At a foreign university: An international study of adaptation and coping*. New York: Praeger.

Lamet, S. & Lamet, M. (1982). *The effects of study abroad on students*. University of Massachusetts, International Programs Office.

Leonard, E.W. (1964). Attitude change in a college program of foreign study and travel. *Education Record, 45*, 173-81.

McCormack, W. (1969). Student exchange as an instrument of international understanding. *International Educational and Cultural Exchange, 5*, 27-31.

McGuigan, F.J. (1958). Psychological changes related to intercultural experiences. *Psychological Reports, 4*, 55-60.

Marion, P.B. (1980). Relationships of student characteristics and experiences with attitude changes in a program of study abroad. *Journal of College Student Personnel, 21*, 58-64.

Morgan, E.E., Jr. (1975). Study abroad: Process of adaption and change. *International Review of Education, 21*, 207-215.

Nash, D. (1976). The personal consequences of a year of study abroad. *Journal of Higher Education, 47*, 191-203.

Pfnister, A.O. (1972). Everyone overseas: Goshen College pioneers. *International Educational and Cultural Exchange, 3*, 1-12.

Pyle, R. (1981). International cross-cultural service/learning: Impact on student development. *Journal of College Student Personnel, 22*, 509-514.

Salter, C.A. & Teger, A.I. (1975). Change in attitudes toward other nations as a function of the type of international contact. *Sociometry, 38*, 213-222.

Smith, H.P. (1955). Do intercultural experiences affect attitudes?. *Journal of Abnormal and Social Psychology, 51*, 469-477.

U.S. Department of the Census. (1984). *Statistical Abstract of the United States*. Washington DC: Bureau of the Census.

U.S. Department of State. (1981). *Summary of Passport Statistics*. Washington DC: Bureau of Consular Affairs.

Vornberg, J.A. & Grant, R.T. (1976). Adolescent cultural acquaintaince experiences and ethnic group attitudes. *Adolescence, 11*, 601-608.

Yeh, E., Alexander, A.A., Tseng, K., Miller, M.H., Klein, M.H., Workneh, F., & Chu, H. (1973). The American student in Taiwan. *International Studies Quarterly, 17*, 359-372.